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AN EVALUATION OF THE DENVER PRESCHOOL PROGRAM 2011-12

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Executive Summary

The Denver Preschool Program (DPP) was approved by voters in 2006 to encourage families to enroll their four year-old children in quality preschool programs so that the children would enter kindergarten ready to learn and increase the likelihood of their success in kindergarten and beyond. Since its first year of operation during the 2007-08 school year, DPP has made enormous progress toward these goals. In 2012, DPP achieved the following milestones:

- A total of 177 providers, operating at 257 sites, were serving as approved DPP providers.
- A total of 5,703 children in 2011-12 received approval for DPP tuition credits.
- Of the 257 sites, 208 had received Qualistar ratings of 3 or 4 stars, the two highest ratings.
- The vast majority of DPP students were enrolled in top rated classrooms. In 2011-12, 93 percent of DPP students were enrolled in 3- or 4-star classrooms.
- In 2012, a total of 146 classrooms at 80 sites completed the re-rating process, bringing the total number of classrooms re-rated since 2010 to 395.

Significant findings of this year's evaluation include the following:

- **DPP provides a stable service to a majority of eligible students.** Enrolling 5,703 students in 2012, DPP appears to have reached its maximum number of families, serving nearly 70 percent of all eligible children.
- **Preschool quality continues to improve as a result of DPP.** The survey results illustrate that DPP continues to have a positive influence with the program leading to improvements in preschool provider quality. Preschools reported modifying professional development, modifying curriculum, and increasing their number of teachers; all as a result of DPP.
- **An increasing number of parents report that preschool is allowing them to work or attend school.** Preschool location and hours of operation are also cited as increasingly important factors considered by parents as they enroll their child in preschool.
- **DPP made a strong effort this year to re-engage its providers,** reaching out to providers to help educate them further about the program. The increase in parents who said they first heard about the DPP from preschool staff members is likely a result of this outreach by DPP.
- **The redesign of the Quality Improvement system increased the value to preschools of being a DPP participant.** The redesign gave providers a choice of how and where to spend their credits and provided access to subsidized professional development and coaching and also provided assistance with purchasing learning materials and attending Early Childhood Education (ECE) conferences and courses.
- **Preschools have embraced the notion of quality improvement.** A total of 146 classrooms went through the Qualistar rerating process in 2012. Of this total, 90 percent received a three- or

four-star rating. Significant gains were made in the areas of Training and Education, Learning Environment and Family Partnerships.

While this evaluation does find room for improvement, it also finds that DPP continues to realize its goals and manage its financial resources well. The organization has also continued its leadership role in both local and statewide discussions of child care and preschool quality.

Description of the Denver Preschool Program (DPP)

The Denver Preschool Program (DPP) was created to encourage Denver families with four-year-old children to voluntarily enroll in quality preschool programs so that children can be successful in kindergarten and beyond. In November 2006, Denver voters approved the Preschool Matters initiative, under which the city collects a .12 percent sales tax that is set aside for DPP. Since January 2007, the city has collected approximately \$10.5 million annually for the program, with over 80 percent used to provide tuition credits to parents of 4-year old preschoolers and to provide grants to preschools to improve the quality of their programs. Of the remaining tax revenue, five percent is used to administer the program and the balance is paid to contractors to undertake program operations and to evaluate the program. Although DPP began operating midway through the 2007-2008 school year, it did not become fully operational until the 2008-2009 school year. Thus, the 2011-2012 school year is DPP's fourth year as a fully operational program.¹

Program Design

DPP operates on the premise that preschool plays an important role in the behavioral and academic development of children, and that participating in a high-quality preschool experience, even for only one year on a part-time basis, can have a long-term positive impact on a child.

To promote the dual goals of encouraging families to enroll their eligible children in preschool and encouraging preschool providers to improve the quality of the services they offer, DPP provides several different types of support. Assistance is distributed directly to preschools in the following ways: (1) as a DPP tuition credit to preschool providers on behalf of families, which reduces the tuition costs families must pay to enroll their children in preschools; (2) as a mini-grant to preschool providers, which pays for approved supplies and materials that improve the quality of their classrooms; (3) as professional development and education scholarships for preschool staff to improve their knowledge and skills; (4) as financial support for the quality rating assessment, a cost that would have previously been charged to the preschool provider; and (5) as financial support for coaching preschool providers through the quality improvement process.

The DPP tuition credit is an amount of money available for children of Denver residents enrolled in qualified preschool programs the year before kindergarten. The size of the credit, which ranges from \$9 to \$374 per month, is determined by the following factors:

1. The cost differential to run a preschool program at each of four different **quality levels**.
2. A family's **income level and family size**;
3. The amount of time a child attends preschool, which takes into consideration **attendance rates** and **extended-time** versus **full-time** versus **part-time status**.

¹ For the purpose of this report, the 2007-08 school year will be referred to as 2008; the 2008-09 school year will be referred to as 2009; the 2009-10 school year will be referred to as 2010; the 2010-11 school year will be referred to as 2011; and the 2011-2012 school year will be referred to as 2012.

In order to obtain a tuition credit, the child's family first applies to DPP. Applications are then reviewed by a DPP contractor, ACS, to verify income and residence and to determine whether the child will attend full-time, part-time, or for an extended-day. Once it is determined that the family and child are eligible to participate and the tuition credit has been calculated, DPP pays the money directly to the preschool provider. For any particular child, a provider cannot receive more than the amount of tuition charged.

Provider Eligibility

To be eligible to receive tuition credits on behalf of children a preschool provider must be licensed by the state of Colorado, be a participant in DPP's quality improvement program, and serve children who live in Denver. The provider may be located outside the borders of the City and County of Denver. Licensure requires a criminal background check on all persons who work at the site, health and fire inspections, and 15 hours of training every year for staff in first aid, CPR, medication administration, and universal precautions.

Program Improvement and Quality

DPP preschools must participate in a three-part quality improvement process which includes attendance at an introductory orientation, receipt of a quality rating, and development of a quality improvement plan. The majority of participating preschools are assessed by and consult with DPP's quality improvement partner, Qualistar Colorado. Qualistar uses a four-star system that rates the quality of preschool classrooms in the following five areas: (1) learning environment, (2) family partnership, (3) staff training and education, (4) adult-to-child ratios, and (5) accreditation through a national accrediting agency. Preschools also have the option of obtaining an NAEYC accreditation, which qualifies for an automatic star rating of 4, or NAFCC accreditation, which qualifies for an automatic star rating of 3. DPP recognizes that higher quality preschool costs more, and thus DPP raises the tuition credit available as classrooms move from 1-star to 4-star ratings.

DPP also provides support for quality improvement efforts for each of the participating DPP providers. In 2011-12 the system was redesigned as a credit-based system. Providers are allocated a certain number of credits based on their Qualistar rating/accreditation status and their size. These credits can be applied towards: (1) Quality Improvement Coaching courses, (2) funds to purchase non-consumable learning materials, or (3) funds to be used for qualifying ECE College coursework, conferences or trainings. One coaching credit is equal to five hours of Quality Improvement coaching, and providers can earn up to seven credits in a year.

Sites that participate in DPP are required to go through a re-rating process with Qualistar every two years, unless they have NAEYC or NAFCC accreditation. The re-rating process allows for changes in quality to be monitored and maintains DPP's emphasis on quality improvement. (See Appendix B, *Analysis of DPP Provider Re-Rating Process*.)

DPP Organization and Staffing

DPP is required to provide status reports to the Mayor's Office for Education and Children (MOEC), a Denver city agency. A seven-member board of directors and a 20-member board of advisors oversee the

program. DPP has four administrative staff: a Chief Executive Officer; a Program Director; a Director of Outreach and Operations; and a Business Manager.

To attain a number of operational and policy objectives, DPP subcontracts with the following organizations: (1) ACS provides customer service support to parents, processes all tuition credit applications and time/attendance data for students, and calculates the appropriate tuition credit payments to be made directly to approved preschool providers; (2) Qualistar Colorado educates preschool providers on the DPP quality improvement process, monitors quality agreements between providers and DPP, and rates providers on a four-star scale; (3) Metrix Advisors provides financial analysis and projections for DPP as well as quality assurance support; (4) the Denver Early Childhood Council monitors quality improvement grants and oversees coaching and technical assistance to providers; (5) Clayton Early Learning, through a subcontract with the Denver Early Childhood Council, provides coaching services to preschool providers; and (6) Augenblick, Palaich and Associates (APA) completes an annual evaluation of DPP, subcontracting with the Clayton Early Learning Institute to assess student progress. DPP also has contracted with public relations consultants for advertising, program outreach, and other services.

Status of DPP in 2011-12²

Number of Children

Denver Preschool Program enrollment remained constant in 2011-2012 with 5,128 children enrolled as of October 2011. The total number of preschool providers grew from 173 to 177 with services being provided at 257 sites (see Table 2 for most recent provider data). Of the 5,128 DPP children, 3,707 (a 3 percent increase from 2011) received services at 81 Denver Public Schools (DPS) sites, while 1,365 received services from 155 center-based sites and 22 from 21 home-based sites. Twenty-five students were enrolled in both DPS and community sites during different times of the day.³ Table 1 shows the distribution of approved children enrolled in DPP-approved sites. Approximately 44 percent of DPP preschools enroll fewer than 10 students. Not surprisingly, both center-based and home-based sites were likely to enroll fewer students per site than DPS sites.⁴

Table 1

DPP Students By Provider Type and Size in 2012				
# of Children Enrolled	# of Sites*			
	DPS	Community Center-Based	Community Home-Based	Total
1-9	1	90	9	100
10-24	6	35	0	41
25-49	41	7	0	48
50-99	35	4	0	39
100 or more	0	0	0	0
Total	83	136	9	228

*This analysis is based on enrollment records, not provider records. Thus, preschools that did not enroll any students as of October 14, 2011 were not included even if they are DPP preschools. For categorizing enrollment, twenty students are double-counted in this analysis because they are enrolled in more than one preschool.

Number and Quality of Sites

While 85 percent of DPP preschool sites were 3- or 4-star-rated Qualistar programs in 2012, quality ratings varied substantially by the type of preschool. The vast majority of DPS preschools, 96.4 percent, were rated 3- or 4-star, while 80.1 percent of community center-based preschools and just 44.4 percent

² The information on participating students and their families was taken from the ACS database on October 14, 2011. The information on providers was taken from the Qualistar Colorado database on September 26, 2011. Additional students were enrolled throughout the year, accounting for the discrepancy between the total student figure of 5,218 used in this section, and the final 2012 total student figure of 5,703 cited elsewhere in this report.

³ Individual totals for each type of site do not match overall student total as the site data is taken from *enrollment by preschool quality rating* data, and 9 students were enrolled in two different schools with different ratings so were not included in those totals.

⁴ DPS sites are likely to have multiple ECE classrooms running at an individual school. Some community providers have multiple sites and several have multiple classrooms, but the number of classrooms is typically fewer than the DPS sites. Home sites typically do not have “classrooms” and most often have 10 or fewer children.

of home-based preschools were rated at 3- or 4-star. Of the home-based preschool providers, 22.2 percent currently participate in the “Intro to Quality” phase, which enables the provider to prepare for a quality rating assessment by working with a coach for a year. The distribution of preschools by quality rating and provider type is shown below in Table 2.

Table 2

DPP Providers by Provider Type and Qualistar Rating in 2012*								
Star Rating	DPS		Community Center-Based		Community Home-Based		Total	
	#	%	#	%	#	%	#	%
1 Star	0	0.0%	1	0.7%	1	11.1%	2	0.9%
2 Star	1	1.2%	20	14.7%	2	22.2%	23	10.1%
3 Star	63	75.9%	72	52.9%	4	44.4%	139	61.0%
4 Star	17	20.5%	37	27.2%	0	0.0%	54	23.7%
In Process	2	2.4%	2	1.5%	0	0.0%	4	1.8%
Intro to Quality	0	0.0%	3	2.2%	2	22.2%	5	2.2%
Provisional	0	0.0%	1	0.7%	0	0.0%	1	0.4%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	83	100%	136	100%	9	100%	228	100%

*This analysis is based on enrollment records, not provider records. Thus, preschools that did not enroll any students as of October 14, 2011 were not included even if they are DPP preschools. It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table do NOT include the 9 students who were enrolled in both DPS and community sites when the sites had different ratings.

The vast majority of students in both community and DPS preschools were enrolled in 3- or 4-star rated programs. Eighty-five percent of students who attended community center-based preschools and 96 percent who attended DPS preschools were in 3- or 4-star-rated preschools. Sixty-eight percent of the students enrolled in home-based preschools were enrolled in 3- or 4-star-rated preschools. The distribution of students by quality rating and provider type is shown below in Table 3.

Table 3

DPP Students by Provider Type and Qualistar Rating in 2012										
Star Rating	DPS		Community Center-Based		Community-Home-Based		Both*		Total**	
	#	%	#	%	#	%	#	%	#	%
1 Star	0	0.0%	2	0.1%	1	4.5%	0	0.0%	3	0.1%
2 Star	45	1.2%	130	9.5%	2	9.1%	0	0.0%	177	3.5%
3 Star	2,731	73.7%	719	52.7%	15	68.2%	16	64.0%	3481	68.0%
4 Star	839	22.6%	441	32.3%	0	0.0%	7	28.0%	1287	25.1%
In Process	92	2.5%	64	4.7%	0	0.0%	2	8.0%	158	3.1%
Intro to Quality	0	0.0%	5	0.4%	4	18.2%	0	0.0%	9	0.2%
Provisional	0	0.0%	4	0.3%	0	0.0%	0	0.0%	4	0.1%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	3,707	100%	1,365	100%	22	100%	25	100%	5,119	100%

*It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table include the 25 students who were enrolled in both DPS and community sites.

**Nine children were enrolled in 2 different providers each with different ratings and these children are not included in this analysis. Another 11 students were enrolled in 2 different preschools, which each had the same rating. These 11 students were included in the analysis.

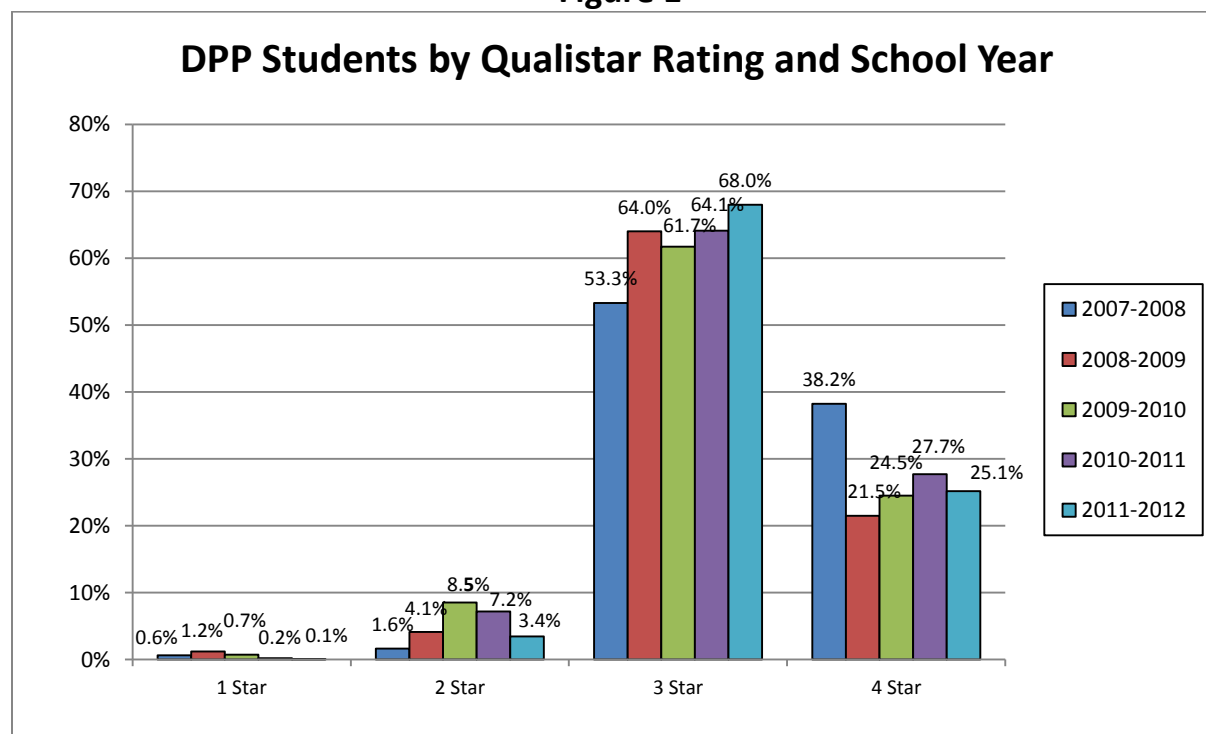
An important indicator of the success of the DPP program is the growing number of students enrolled in high-quality preschool programs. As illustrated in Table 4 below, in 2008, 575 DPP students were enrolled in a 3- or 4-star-rated program; by 2012, 4,768 students were enrolled in 3- or 4-star-rated programs. As the number of students participating in DPP has expanded, the percentage of students enrolled in 3- and 4-star programs has remained above 85 percent, with a percentage of 93.1 percent in 2012. This data also shows a steady decline in the number of 1-star-rated sites across the city over the past four years, with only 0.1 percent of preschools receiving this rating in 2012. Below, Table 4 shows the comparisons of DPP students by star rating across all school years, and Figure 1 presents a graph reflecting this data.

Table 4

DPP Students by Qualistar Rating and by School Year										
Star Rating	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%	#	%	#	%
1 Star	4	0.6%	62	1.2%	43	0.7%	11	0.2%	3	0.1%
2 Star	10	1.6%	209	4.1%	504	8.5%	423	7.2%	177	3.4%
3 Star	335	53.3%	3,253	64.0%	3,654	61.7%	3,792	64.1%	3,481	68.0%
4 Star	240	38.2%	1,092	21.5%	1,451	24.5%	1,639	27.7%	1,287	25.1%
Intro to Quality	0	0.0%	190	3.7%	97	1.6%	14	0.2%	9	0.2%
Provisional	1	0.2%	3	0.1%	6	0.1%	8	0.1%	4	0.1%
In Process/ Missing	38	5.7%	274	3.2%	166	2.8%	28	0.5%	158	3.1%
Total	628	100%	5,083	100%	5,921*	100%	5,915*	100%	5,119**	100%

*These totals include the 52 students who were enrolled in both DPS and community sites in 2010 and the 32 such students in 2011.

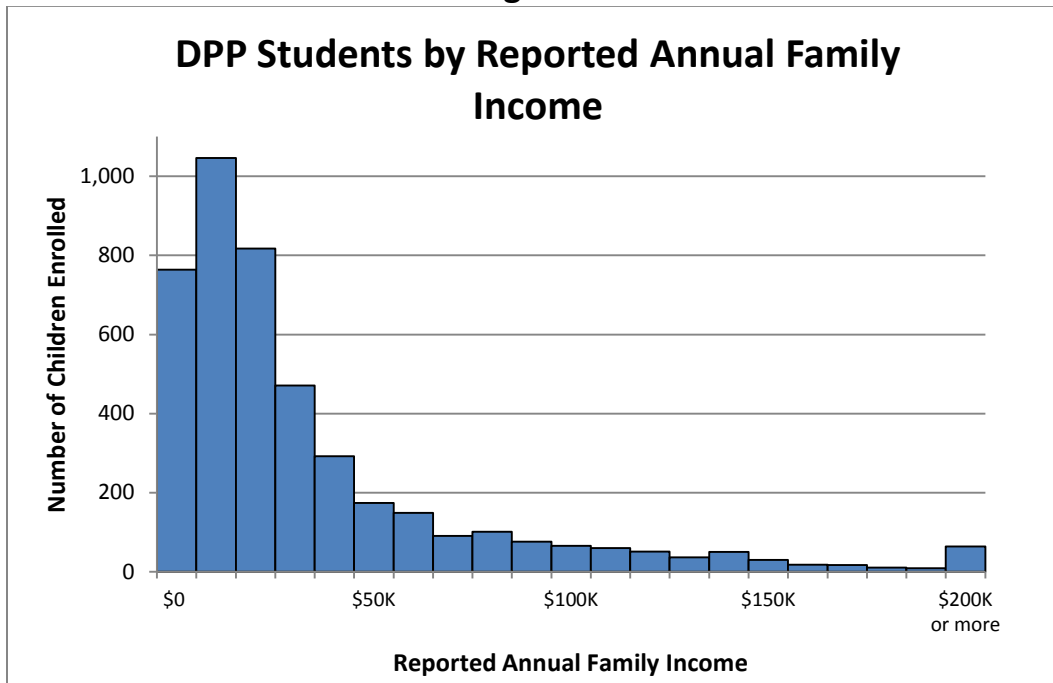
**In 2012, 9 children were enrolled in 2 different providers each with different ratings and these children are not included in this analysis. Another 11 students were enrolled in 2 different preschools, which each had the same rating. These 11 students are included in the analysis.

Figure 1

Family Income

In 2012, DPP continued to serve Denver's lowest income families. Nearly 60 percent of DPP families reported annual family incomes of less than \$30,000. Only 16 percent of families reported an annual family income of \$70,000 or higher. Figure 2 presents the distribution of children served by DPP in 2012 by annual family income.

Figure 2



Primary Home Language

Families that speak English as their primary home language represented the majority of the DPP population in 2012, comprising 58 percent of all students. Approximately 32 percent of the families enrolled in DPP during the 2012 school year reported speaking Spanish at home. The remaining 10 percent of families speak more than one language at home, speak a language other than English or Spanish, or did not report their primary home language. These percentages were similar to the percentages reported in the prior school years. Table 5 below details DPP 2012 enrollment by the language spoken at home.

Table 5

DPP Students by Home Language in 2012		
Home Language	#	%
English	2,972	58.0%
Spanish	1,631	31.8%
Vietnamese	28	0.5%
Arabic	51	1.0%
Multi-Lingual	315	6.1%
Other Language	128	2.5%
Not Provided	3	0.1%
Total	5,128	100.0%

Race/Ethnicity

The racial/ethnic distribution of children participating in the program this year closely mirrored the distribution of previous years. The percentage of participants reporting “other” race/ethnicity or not reporting race/ethnicity continued to decrease from 2009 to 2012. In 2012, Hispanic children continued to lead all other race/ethnicity groups in DPP participation with 52.5 percent of the total DPP enrollment. White children represented 26 percent of participants, and black children represented 13 percent of enrollees. Table 6 below details the race/ethnicity of children enrolled in DPP across all five years of the program.

Table 6

DPP Students by Child's Ethnicity and School Year										
Child's Ethnicity	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%	#	%	#	%
Asian	15	2.4%	149	2.9%	186	3.1%	190	3.2%	160	3.1%
Black	59	9.4%	658	12.9%	741	12.5%	788	13.3%	648	12.6%
Hispanic	344	54.8%	2,634	51.8%	2,918	49.3%	3,017	51.0%	2,690	52.5%
Native American	5	0.8%	56	1.1%	49	0.8%	50	0.8%	52	1.0%
Multi-Racial	27	4.3%	177	3.5%	301	5.1%	257	4.3%	221	4.3%
White	137	21.8%	1,040	20.5%	1,621	27.4%	1,563	26.4%	1,334	26.0%
Other/ Missing/Not Provided	41	6.5%	369	7.3%	105	1.8%	50	0.8%	23	0.4%
Total	628	100%	5,083	100%	5,921	100%	5,915	100%	5,128	100%

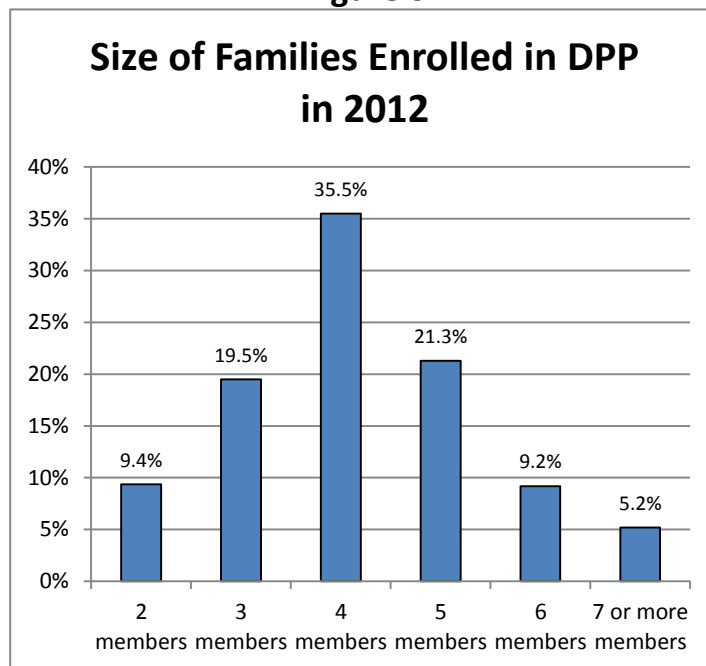
Family Size

The distribution of students according to family size is presented in Table 7. Family size distribution in the program for 2012 looks similar to the distributions over the past four years.

Table 7

Size of Families Enrolled in DPP in 2012		
Family Size	#	%
2 members	480	9.36%
3 members	999	19.48%
4 members	1820	35.49%
5 members	1091	21.28%
6 members	471	9.18%
7 or more members	267	5.21%
Total	5,128	100.00%

Figure 3

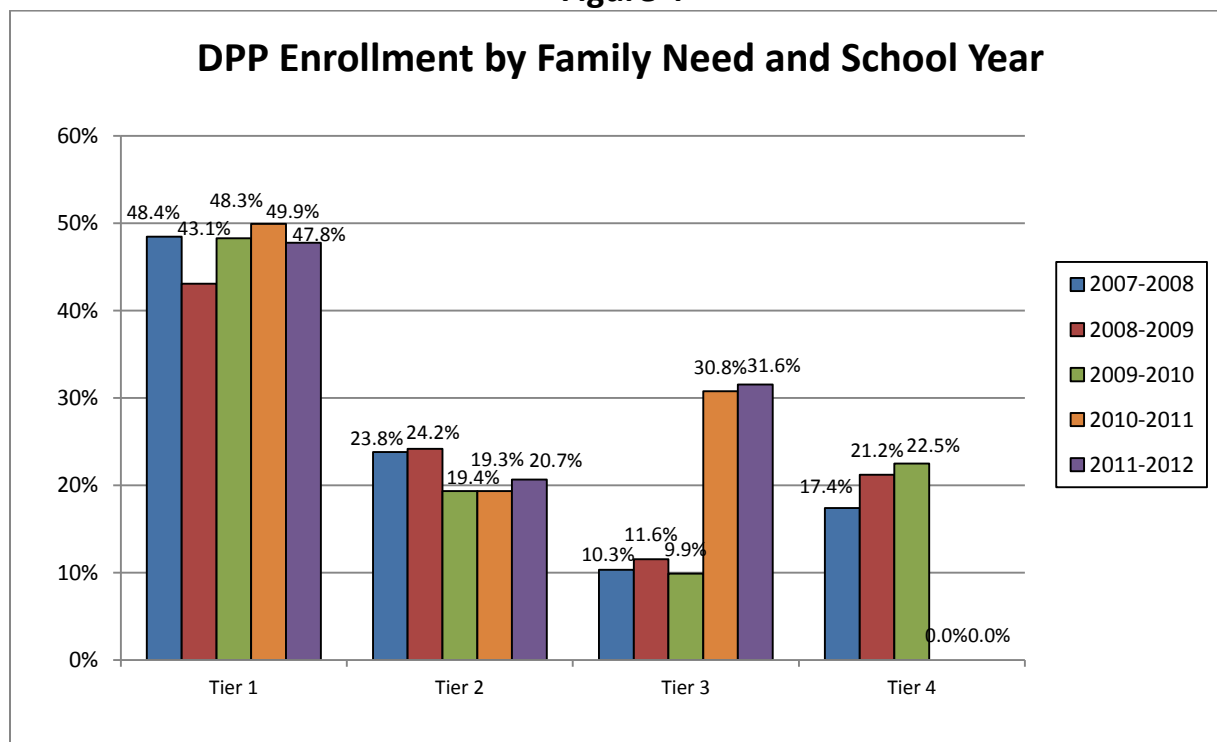


Level of Family Need (Income Tier Adjusted by Family Size)

In order to estimate each family's *need* for tuition credits, DPP looks at two factors: annual family income and family size. DPP organizes the resulting income index into six categories or tiers. Figure 4 below presents the enrollment of DPP families by family need. Tier 1 indicates the families with the highest need for tuition credits, and Tier 4 indicates the families with the lowest need for tuition credits. In all years of DPP operation, the greatest percentage of families enrolled in DPP were in Tier 1, indicating families with a relatively high need for tuition credits.

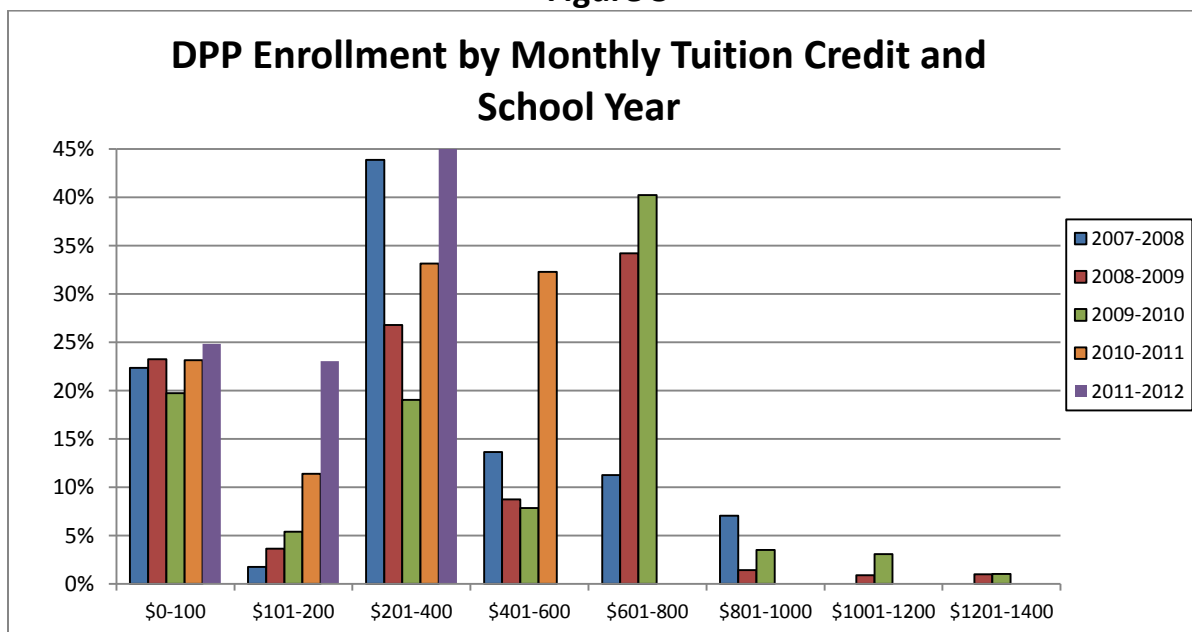
The comparatively small difference between Tiers 3, 4, 5 and 6, has led the evaluators to conclude that it is appropriate to consolidate these tiers into a single Tier 3 category for analysis purposes. The result of consolidating Tiers 3, 4, 5, and 6 is presented in Figure 4 below, with original Tiers 3, 4, 5 and 6 becoming the new Tier 3 and the original Tier 7 becoming Tier 4. In 2011 and 2012, no students fell into the revised Tier 4 because the original Tier 7 category was eliminated. In Figure 4, please recall that *family need* refers to income **and** family size and thus is not strictly comparable to income tiers alone.

Figure 4



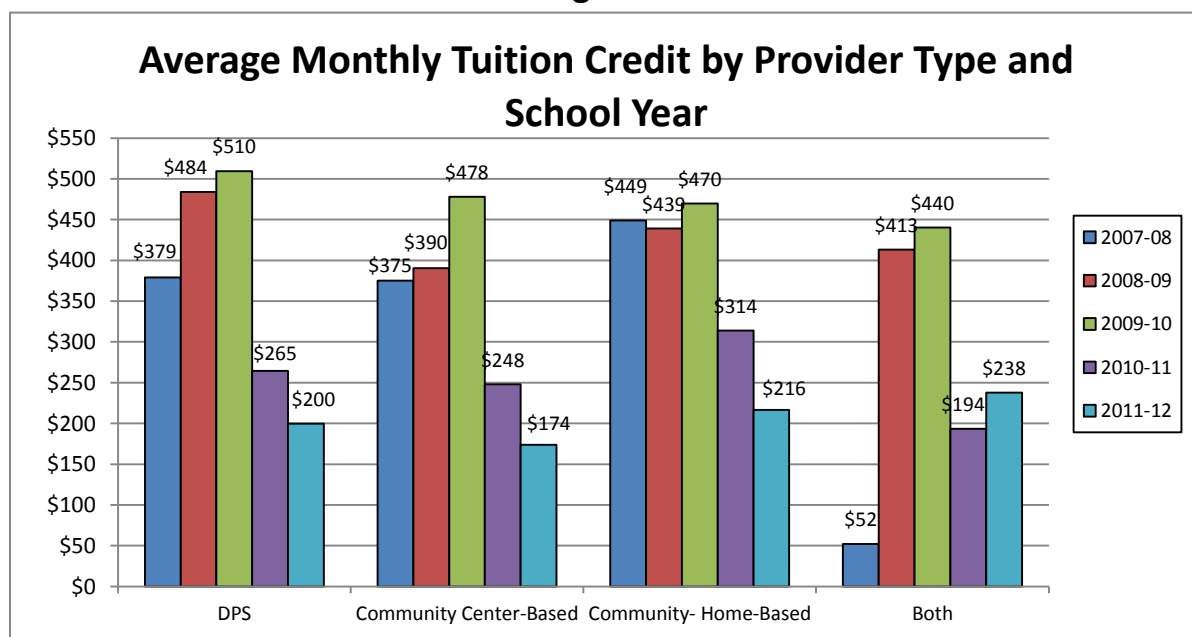
The calculation of a monthly tuition credit takes into account three factors: (1) The quality of the preschool as defined by the Qualistar rating or accreditation; (2) The hours that a child attends preschool, and; (3) The family need as determined by the original tier income system discussed above. Figure 5 shows the distribution of approved monthly tuition credit amounts across the past five academic years. It is important to note that due to financial constraints of the program, the maximum tuition credit awarded for 2011 was \$539 and for 2012 was \$374, versus \$1,400 in past years of the program.

Figure 5



As a result of the financial constraints experienced by DPP, the average monthly tuition credit decreased significantly in 2011 and 2012. Figure 6 below shows the average monthly tuition credits since 2008. The decreases in average monthly tuition credit in the past 2 years appear to have had little, if any, impact on enrollment. Final enrollment for 2010 was 5,936, in 2011 a total of 5,915 children were enrolled, and in 2012 the total number of children approved by DPP and receiving tuition decreased only slightly, down to 5,703. According to the most recent American Community Survey, there are approximately 8,148 children in their year before pre-K in Denver, meaning that DPP's 2012 enrollment covers approximately 70 percent of all eligible children, a figure in-line with the target set for the program when the ballot initiative was proposed in 2006.

Figure 6



Theory of Action

DPP's primary goal is to help children make an easier transition to kindergarten and, ultimately, to perform better academically in school. A second goal is to raise the quality of preschool programs in Denver. The underlying theory of action behind the program is summarized as follows⁵:

- When DPP uses an effective and efficient application process to provide tuition credits to offset preschool costs for families, more families will have access to preschool and enroll their children in preschool; and enrolled students will attend preschool more regularly.
- When students attend high-quality preschools, they are more likely to develop the skills and knowledge they need to be successful in kindergarten and beyond.
- When DPP provides both higher levels of tuition credits to families of students that attend quality preschool programs and incentives to preschool programs to improve their quality, the quality of participating programs will increase.

Key Findings

A number of evaluation questions were developed by DPP and the evaluation team in the fall of 2007 designed to track the effectiveness of the theory of action for the DPP program. These questions have guided the yearly evaluation of the program and will continue to do so over the next four years. The full list of evaluation questions and the related key findings for 2012 from the parent and provider surveys can be found in *Appendix A: Evaluation Questions & Key Findings*.

This section highlights the key takeaways identified through the evaluation questions.

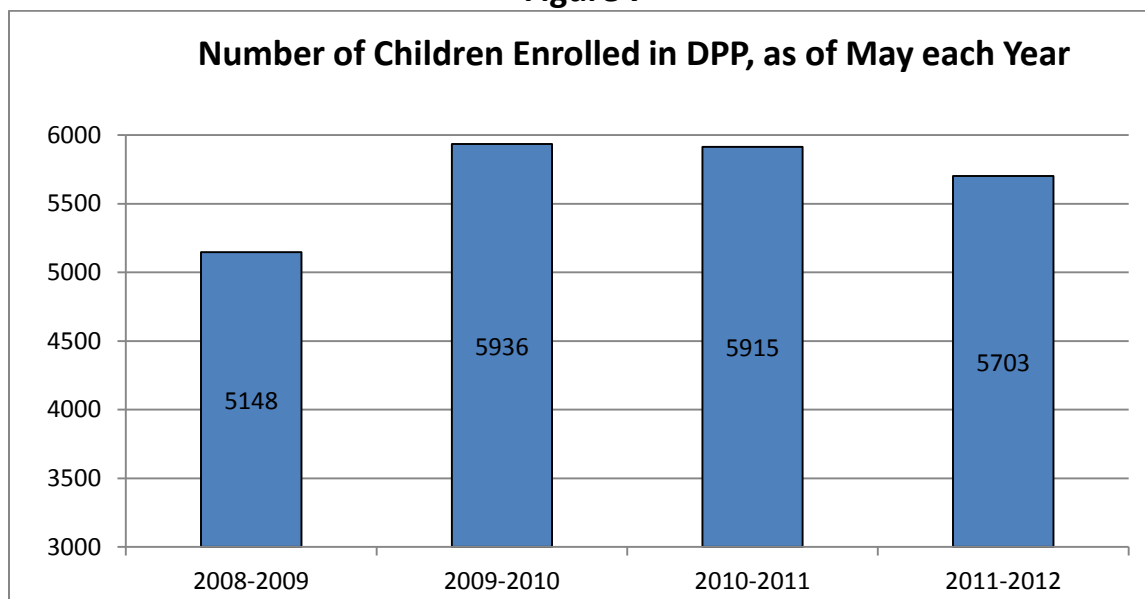
Enrollment

Enrollment in DPP has remained consistent over the past four years. Enrollment figures fluctuate by month and it is therefore important to look at the same month each year to accurately compare enrollment across years. In prior evaluation reports, demographic data in the *Status of DPP* section has been drawn from August enrollment figures, however for the 2011-2012 report, enrollment data was drawn from October 2011. Therefore as we compare yearly enrollments in this section we will use data from May of each year, in order to be consistent. However, this means that enrollment figures presented here may not match enrollment figures in reports from prior years or in other sections of this report.

⁵ In previous Evaluation Reports a fourth point was included in the Theory of Action, related to the goal of decreasing the complexity of preschool financing for parents and service providers. In the 2011-2012 school year DPP implemented a “no-deductions” tuition credit model to address this goal. Prior to this, in an attempt to make DPP funding the “last dollar in,” a family was not necessarily guaranteed the dollar amount published on the DPP tuition credit scale; rather, if that family received other public funding dollars, a deduction for those dollars was taken out of the base tuition credit amount. In an effort to decrease the complexity of preschool financing however, since the 2011-12 school year, DPP eliminated this deductions process and instead implemented the “no-deductions” scale where, short of absences, each family is assured of receiving the monthly amount published on the scale for their income tier. As a result of this change parents and providers can better anticipate the dollar figure they will receive from DPP.

Using May enrollment figures, DPP enrollment has ranged from a low of 5,148 in 2009 to a high of 5,936 in 2010, with total enrollment in 2012 being 5,703 students. Figure 7 illustrates the consistency in DPP enrollment over the four years of the program. DPP began with a goal of serving 60 percent of all eligible children, with the eligible population defined as the number of children in their year before pre-K (i.e. 4 year olds) living in the Denver region. Using data from the 2010 American Community Survey (the most up-to-date available), the estimated eligible population is 8,148, meaning that DPP consistently serves over 60 percent of all eligible children.

Figure 7

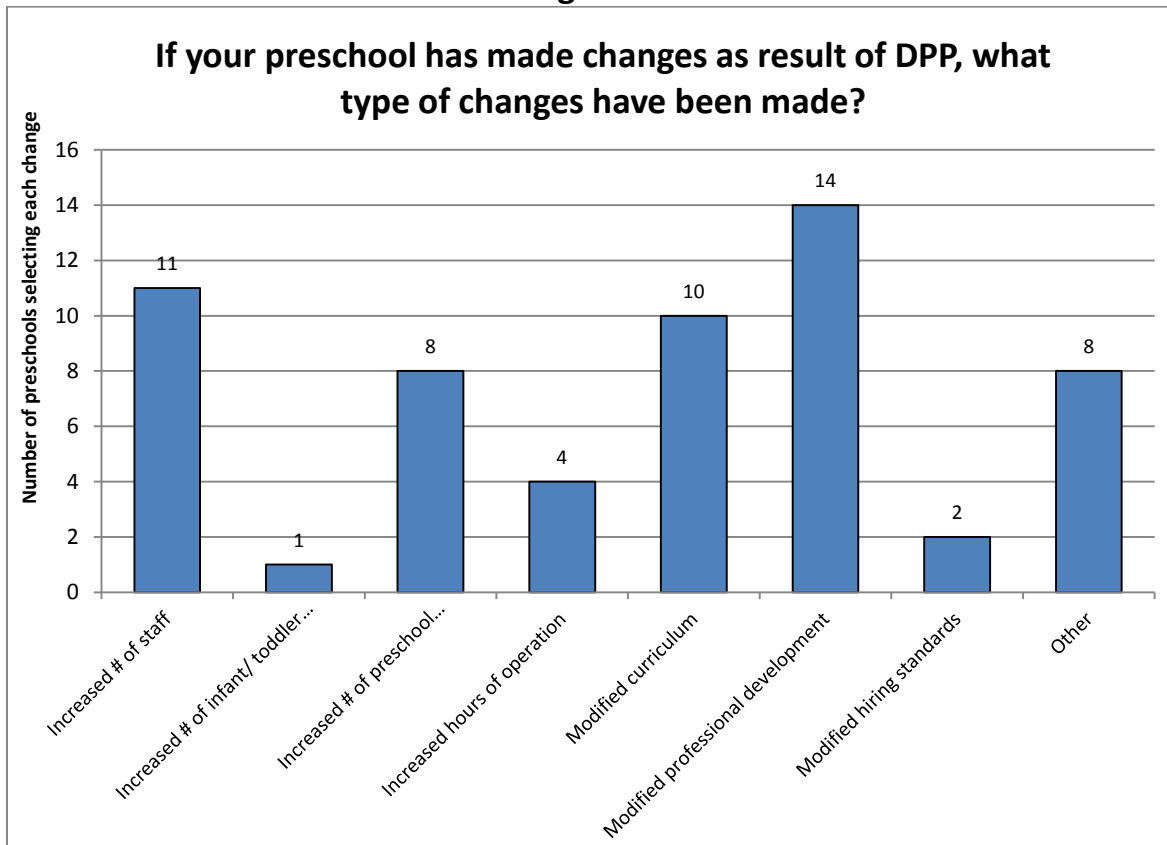


This data would seem to indicate that DPP has reached its maximum number of families. Those not enrolling are likely doing so because the children do not attend any preschool, they attend a religious pre-school not participating in DPP, or the DPP paperwork has not been completed at a DPP site. The slight drop in enrollment in 2012 could be due to a number of factors, but does not currently represent a significant issue. This will be monitored in future years and addressed as necessary.

Preschool Quality

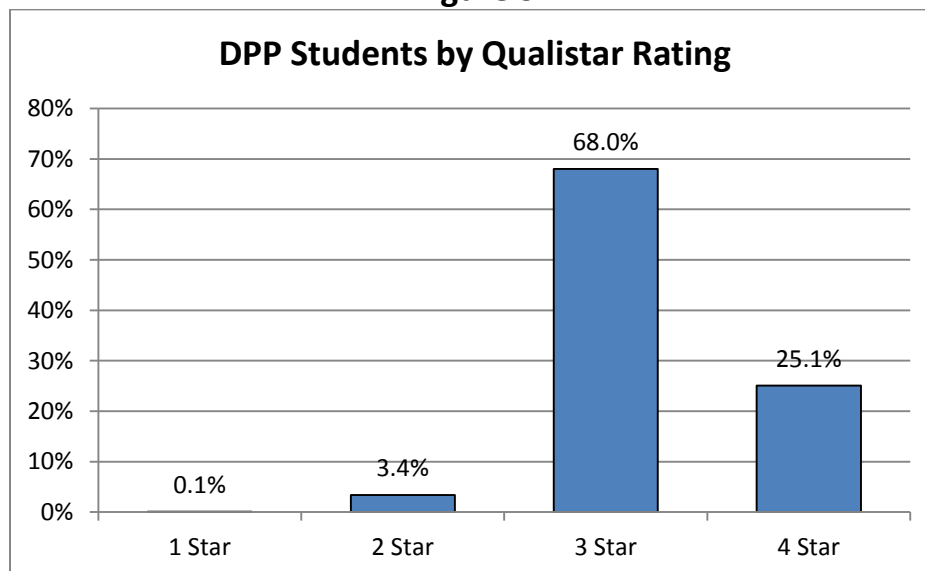
The survey results illustrate that DPP continues to have a positive influence on the quality of preschool providers. Over 50 percent of preschools reported making significant changes in 2012 as a result of DPP. Figure 8 highlights the type of changes made by preschools. Specifically, DPP can be seen to be having a large impact on professional development for preschool staff, the number of staff at each preschool, and the curriculum at a preschool.

Figure 8



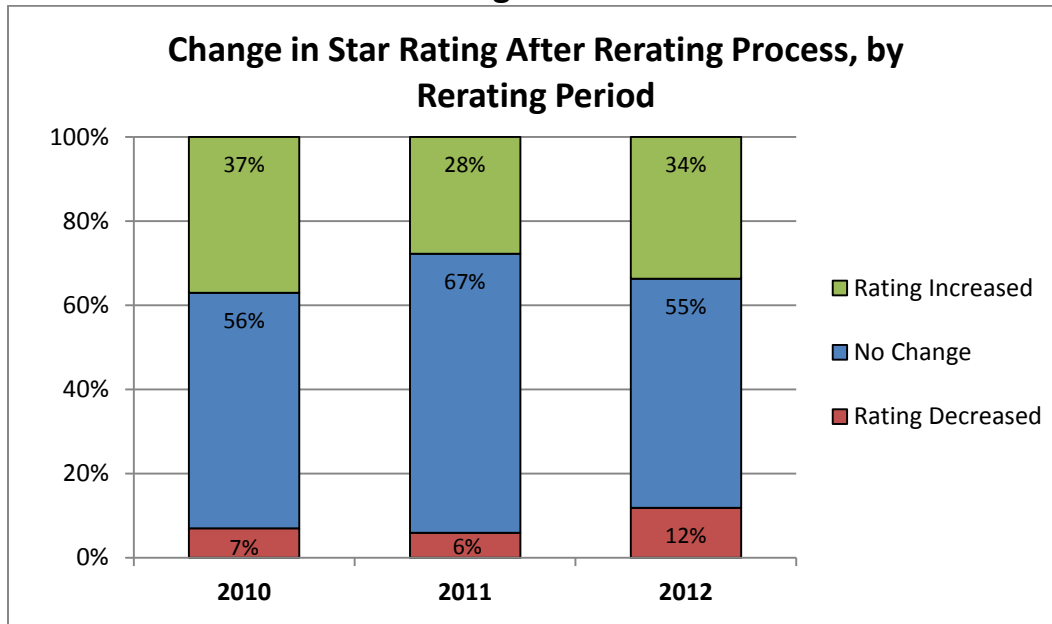
The improvement in preschool quality is evidenced by the increase in Qualistar ratings for DPP preschools. In 2012 over 90 percent of DPP students were enrolled in a preschool rated 3 or 4 in the Qualistar ratings, as can be seen in Figure 9.

Figure 9



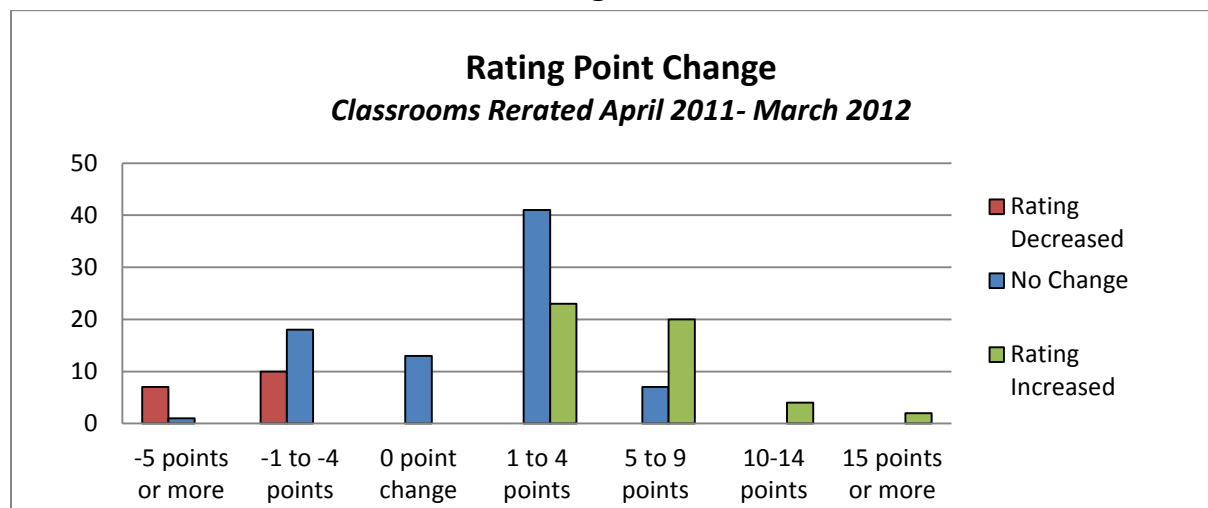
Qualistar evaluates preschool quality in several areas: 1) Learning Environment, 2) Family Partnerships, 3) Training and Education, 4) Adult-to-Child Ratios and Group Size, and 5) Program Accreditation. The total points a site earns in all of these areas determines their star rating, and DPP sites are required to be re-rated every two years. Appendix F provides a full analysis of the 2012 rerating process. Figure 10 illustrates the positive change in star ratings over the past three years. As can be seen, in 2012, 34 percent of sites that were re-rated received a rating increase.

Figure 10



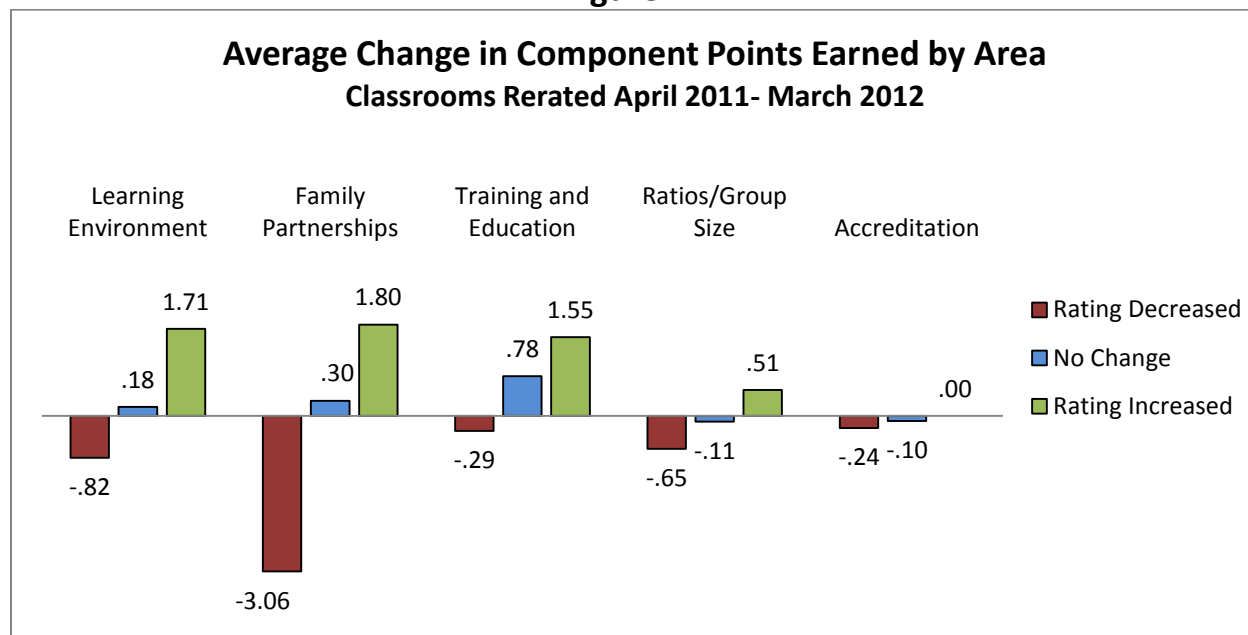
A site can earn a maximum of 42 points, and the intervals between star rating levels are roughly seven points, meaning there can be a fair amount of point movement in the score a site receives without a change in rating. Figure 11 illustrates the change in rating points earned and whether that classroom's rating increased, decreased, or remained the same. As can be seen, there was positive movement for a majority of classrooms and 23 percent of classrooms saw a 5 point or more increase.

Figure 11



In order to see where the points were earned we can look at the average point change in each of the five Qualistar areas. Figure 12 shows the classrooms that had their rating decrease primarily lost their points in Family Partnerships, with an average loss of 3.06 points. Classrooms that maintained their initial rating had minimal changes in points on average. For classrooms that had a star rating increase, the main areas which they earned additional points were in Learning Environment (1.71 point gain on average), Family Partnerships (1.80 point gain on average), and Training and Education (1.55).

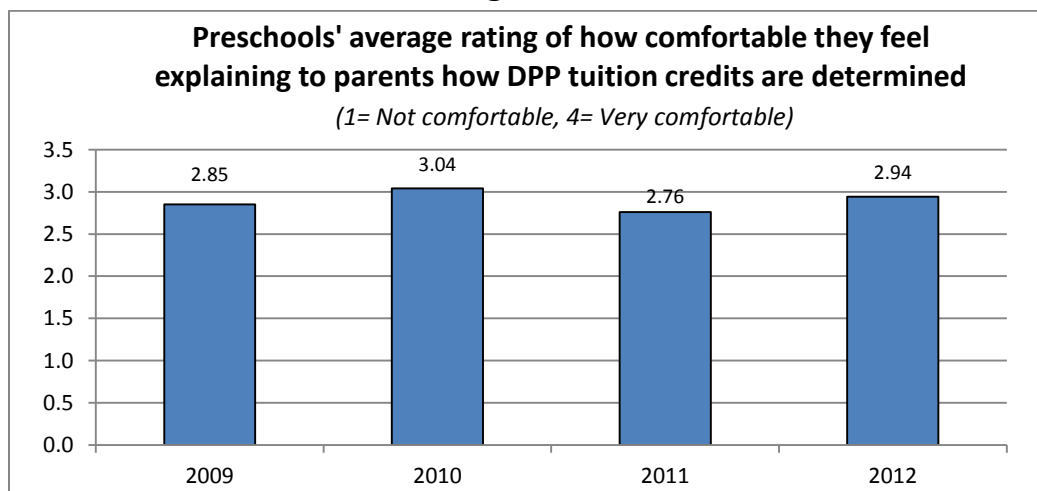
Figure 12



Provider Engagement

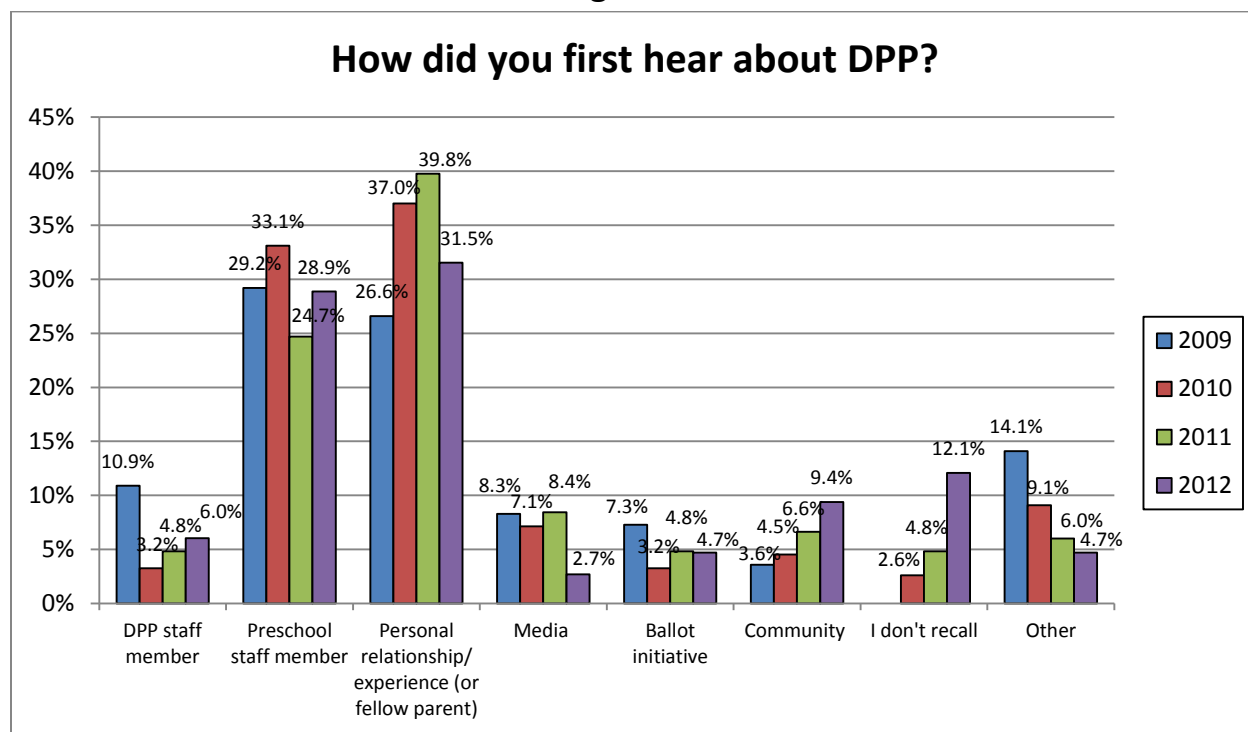
DPP made a strong effort this year to re-engage its providers, reaching out to help educate providers further about the program. The success of this outreach is evidenced by how comfortable providers reported they felt in explaining the DPP tuition credit process to parents. Figure 13 shows this increase.

Figure 13



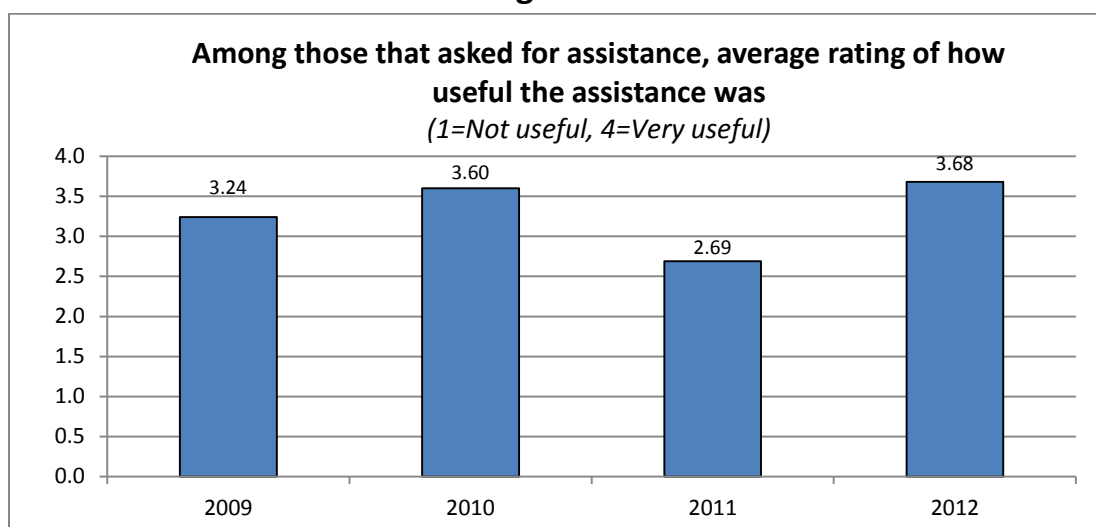
The increase in parents who said they first heard about the DPP from preschool staff members (see Figure 14) is likely a result of this outreach by DPP.

Figure 14



The increase in providers' understanding of DPP also matches the decrease in the number of providers requesting administrative assistance. Only 35.8 percent of providers requested this assistance in 2012, down from 36.2 percent in 2011. Importantly, among those who did seek assistance, the rating of that assistance increased significantly in 2012, as illustrated in Figure 15, reversing a sharp decline in this rating that occurred in 2011.

Figure 15



In addition, survey results in three important categories illustrate the improving image of DPP in the eyes of providers: (1) the rating of the enrollment process; (2) the rating of the tuition credit payment

process, and (3) the rating of the timeliness of tuition credit payments. In all three of these categories providers gave the highest rating since the inception of DPP. See Figures 16, 17 and 18 for full details.

Figure 16

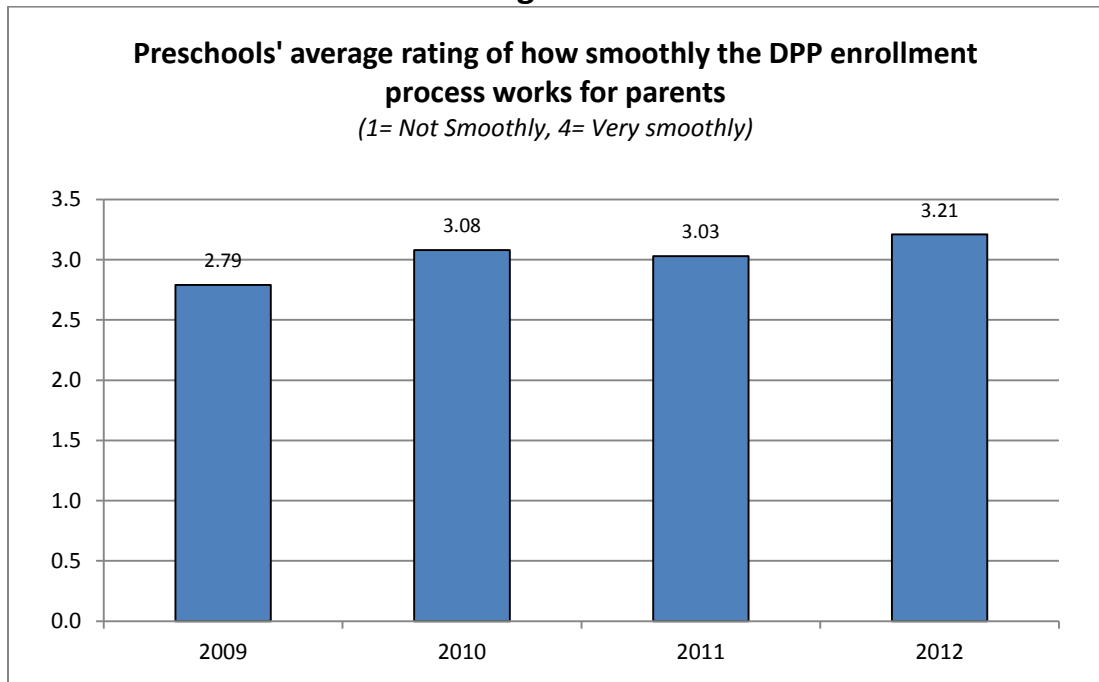


Figure 17

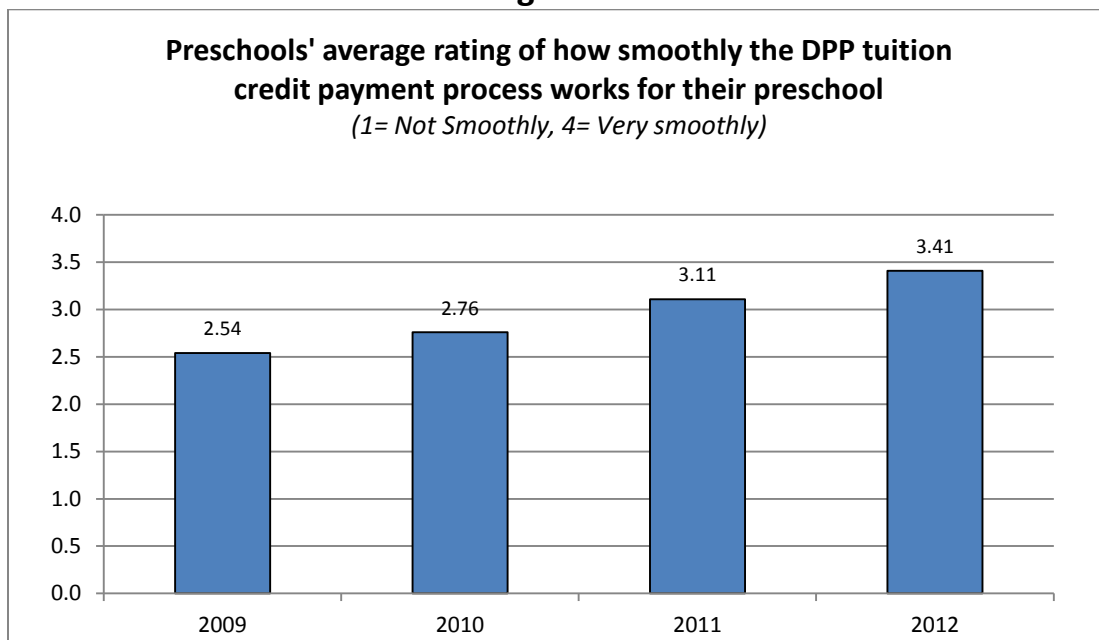
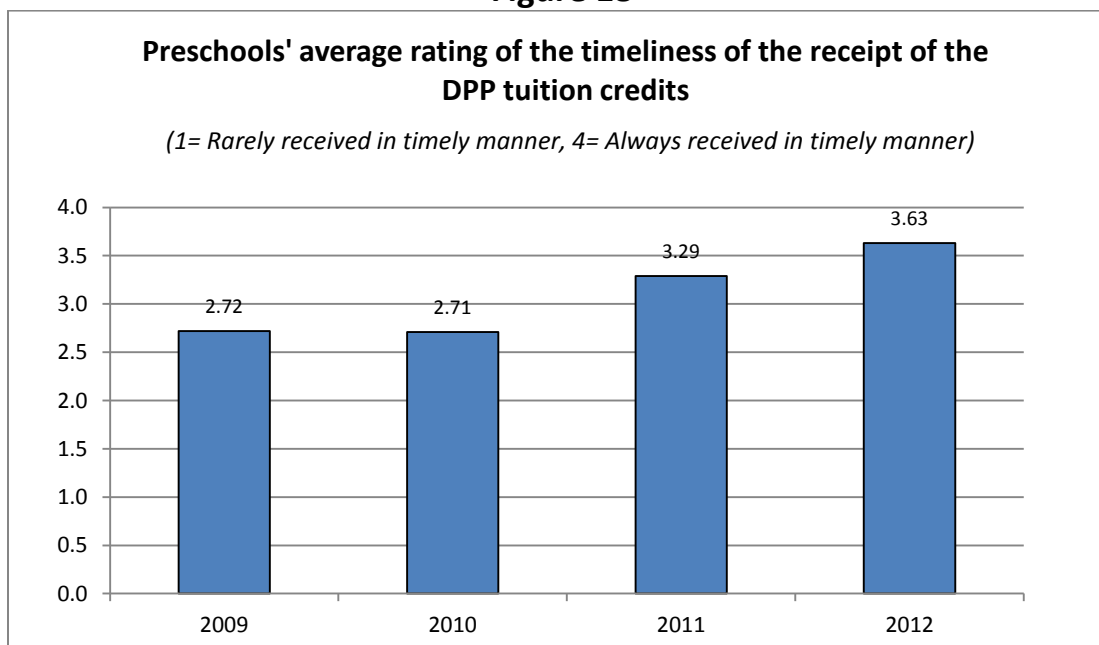


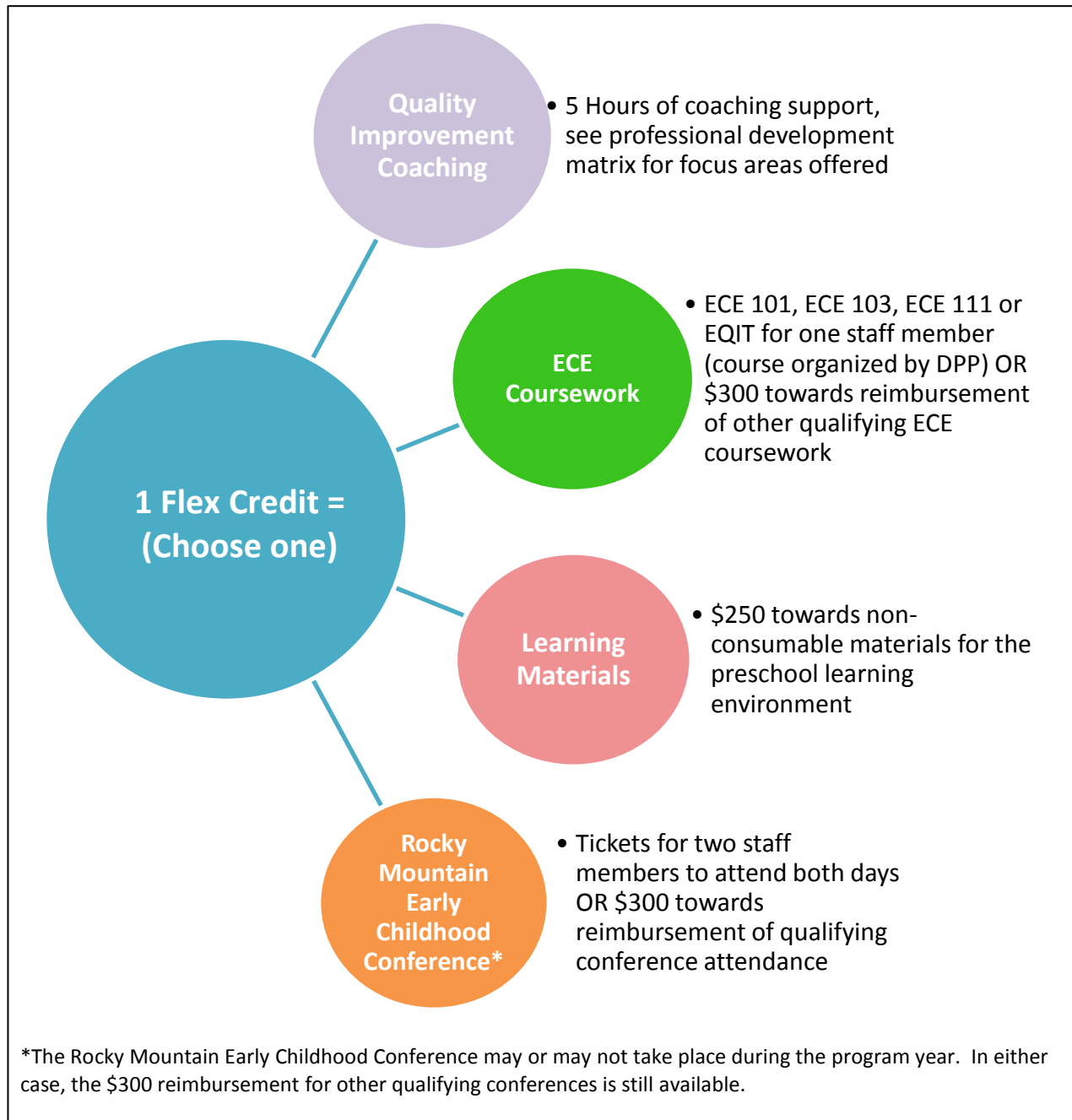
Figure 18

In addition to re-engaging providers, DPP's redesign of the Quality Improvement (QI) credit system gave providers a choice of how and where to spend their credits; leading to an increase in the value of this benefit. Rather than simply providing funds, under the new system which was piloted this year, providers are allocated a certain number of credits based on their Qualistar rating/accreditation status and their size. These credits can be applied towards: (1) Quality Improvement Coaching courses, (2) funds to purchase non-consumable learning materials, or (3) funds to be used for qualifying ECE College coursework, conferences or trainings. One coaching credit is equal to five hours of QI coaching, and providers can earn up to seven credits in a year. Table 9 is the 2011/2012 QI matrix and shows the number of credits available for different providers. Figure 19 illustrates how these credits can be used.

Table 9

	Rating or Accreditation						
	Not Rated <i>(Introduction to Quality or In Process)</i>	Provisional (0 Stars)	1 Star	2 Stars	3 Stars	4 Stars	Accredited by NAFCC or NAEYC
Licensed as a Family Child Care Home	2 Flex Credits 3 Coaching Credits				3 Flex Credits		
Licensed as a Center and has 1-3 DPP Classrooms	3 Flex Credits 4 Coaching Credits				5 Flex Credits		
Licensed as a Center and has 4 or more DPP Classrooms	4 Flex Credits 5 Coaching Credits				7 Flex Credits		

Figure 19



Conclusion

The Denver Preschool Program (DPP) was created to encourage families to enroll their four-year-old children in quality preschool programs so that the children enter kindergarten ready to learn and thus increase the likelihood that these children are successful in kindergarten and beyond.

Over the course of the last six years, DPP has become an important component of preschool education in the City and County of Denver. Through August 2012, the following milestones had been achieved:

- A total of 177 providers, operating at 257 sites, were serving as approved DPP providers.
- A total of 5,703 children in 2011-12 received approval for DPP tuition credits.
- Of the 257 sites, 59 had received a Qualistar rating of 4 stars and 149 had received a Qualistar rating of 3 stars; the two highest ratings.
- The vast majority of DPP enrolled students were enrolled in top rated classrooms. Over 25 percent of children were enrolled in 4-star classrooms, while 68 percent attended 3-star classrooms.
- In 2012, a total of 146 classrooms at 80 sites completed the re-rating process, bringing the total number of classrooms re-rated since 2010 to 395.

In its fifth year of operation, DPP staff, board members and operating partners continued the program in an effective manner. Further, DPP has been in the forefront of the local and statewide conversations about the quality of preschool and the importance of school readiness. All of this occurred in an economic environment that continues to be extraordinarily challenging.

Significant findings of this year's evaluation include the following:

- **DPP provides a stable service to a majority of eligible students.** Enrolling over 5,703 students in 2012, DPP appears to have reached its maximum number of families. Those not enrolling are likely doing so because the children do not attend any preschool, they attend a religious pre-school not participating in DPP, or the DPP paperwork has not been completed at a DPP site. When the ballot initiative was proposed in 2006, it was estimated that the program would serve a maximum of 65 percent of four-year olds who reside in the City and County of Denver. According to the most recent American Community Survey, there are approximately 8,148 children in their year before pre-K in Denver, meaning that DPP enrollment in 2012 covers nearly 70 percent of all eligible children.
- **Preschool quality continues to improve.** The survey results clearly illustrate that DPP continues to have a positive effect in Denver, with the program leading to improvements in preschool provider quality. Over 50 percent of preschools reported making significant changes as a result of the DPP, such as increasing the number of staff, modifying their curriculum, and modifying their professional development. Preschools work hard to achieve high ratings, and in 2012 over 90 percent of DPP students were enrolled in a preschool rated 3 or 4 in the Qualistar ratings.

- **DPP made a strong effort this year to re-engage its providers.** In addition to helping improve quality, the program was also seen to be more receptive to the needs of providers. The redesign of the QI credit system gave providers a choice of how and where to spend their credits, leading to an increase in the value of this benefit. Additionally, DPP reached out to providers to help educate them further about the program. The increase in parents who said they first heard about the DPP from preschool staff members is likely a result of this outreach by DPP.
-

Appendix A: DPP Evaluation Questions & Key Findings

Theory of Action

DPP's primary goal is to help children make an easier transition to kindergarten and, ultimately, to perform better academically in school. A second goal is to raise the quality of preschool programs in Denver. The underlying theory of action behind the program is summarized as follows⁶:

- When DPP uses an effective and efficient application process to provide tuition credits to offset preschool costs for families, more families will have access to preschool and enroll their children in preschool; and enrolled students will attend preschool more regularly.
- When students attend high-quality preschools, they are more likely to develop the skills and knowledge they need to be successful in kindergarten and beyond.
- When DPP provides both higher levels of tuition credits to families of students that attend quality preschool programs and incentives to preschool programs to improve their quality, the quality of participating programs will increase.

Evaluation Questions

The evaluation questions set forth in Table A1 below were developed by DPP and the evaluation team in the fall of 2007 and refined for this report. The questions are designed to track the effectiveness of the theory of action for the DPP program. These questions have guided the yearly evaluation of the program and provide the structure for this evaluation report. They will continue to guide the evaluation effort over the next five years.

This year's evaluation of the annual parent survey includes an analysis of responses broken down by the following factors: child's ethnicity, home language, income level, provider type (DPS, center-based or home-based sites), and preschool attendance status (half-, full- or extended-day attendance). All of the providers' annual survey responses were also cross-tabulated by the following factors: Qualistar-rating, total number of classrooms, number of DPP classrooms, city sector, and provider type. Only significant results are discussed in this report. Child outcomes are covered in a separate report prepared by the Clayton Early Learning Institute.

⁶ In previous Evaluation Reports a fourth point was included in the Theory of Action, related to the goal of decreasing the complexity of preschool financing for parents and service providers. In the 2011-2012 school year DPP implemented a "no-deductions" tuition credit model to address this goal. Prior to this, in an attempt to make DPP funding the "last dollar in," a family was not necessarily guaranteed the dollar amount published on the DPP tuition credit scale; rather, if that family received other public funding dollars, a deduction for those dollars was taken out of the base tuition credit amount. In an effort to decrease the complexity of preschool financing however, since the 2011-12 school year, DPP eliminated this deductions process and instead implemented the "no-deductions" scale where, short of absences, each family is assured of receiving the monthly amount published on the scale for their income tier. As a result of this change parents and providers can better anticipate the dollar figure they will receive from DPP.

Table A1

DPP Evaluation Questions	
A. Outreach: How do parents of preschool children in Denver get information about DPP, about tuition credits and the focus on quality preschool programs? What do they think about the information they receive?	
1. Are parents informed about the existence of DPP and about how to apply for the tuition credits?	
2. Do they get the information they need and want?	
3. From which sources do parents get their information about DPP - the internet, community meetings, public service announcements, advertising or other forums?	
4. Does this information vary by income level or language spoken at home?	
B. Ease of interaction with DPP: How do parents and providers describe their interactions with DPP, its partners, and providers? Concerning tuition credits? Concerning quality improvement?	
1. Does the DPP application system make it easy for families and providers to participate?	
2. Does the system deliver information and payments in a timely manner?	
3. Does the system have an acceptable error rate in terms of family applications, student attendance and aid distribution?	
4. Does the system work effectively across family income levels and/or the language spoken by the parent?	
C. Tuition credits: Do tuition credits encourage parents from all income levels to send their four-year-old children to high quality preschools? Does the tuition credit structure encourage preschool providers in Denver to increase the number and quality of preschool slots available?	
1. Does the availability and size of the preschool tuition credits encourage families of four-year-olds to enroll in the program?	
2. Do families opt for higher quality programs because of the tuition credits? If not, why not?	
3. Is family behavior in these areas influenced by income level or the language spoken by the parent?	
4. Did the number of rated and/or accredited programs change as a result of the DPP QI program?	
5. Did the quality of participating programs increase as a result of DPP?	
D. Child Development: What is the impact of the DPP on student development?	
1. Did children make progress in their development while in participating DPP preschool environments (i.e., language, literacy, mathematics, social-emotional development, etc.)?	
2. To what extent and in what areas are DPP students ready for Kindergarten?	
3. Do children from different income levels and with different primary languages make similar progress in their development while in DPP early childhood environments?	
4. Do children participating in DPP compare favorably to their demographic counterparts who did not participate in DPP on subsequent assessments administered by Denver Public Schools (DPS)?	
5. Is attendance at higher quality preschool programs associated with greater kindergarten readiness?	

Key Evaluation Findings

This section addresses all of the evaluation questions set forth in Table A1 above in the order that they appear in the Table with one exception. The Child Outcomes questions, D1 through 5, are addressed in a separate report prepared by the Clayton Early Learning Institute. Although the evaluators collected data on all of the other questions, the amount of evidence available to address all questions varies considerably. Results on a given evaluation question came from both parents and providers, and were further analyzed by demographic sub-categories (e.g., income tier, primary language spoken at home, type of preschool, preschool attendance status, and Qualistar Rating). Results of these additional analyses are presented only if they are noteworthy and/or useful in answering the question being addressed.

Outreach

How do parents of preschool children in Denver get information about DPP, about tuition credits and the focus on quality preschool programs? What do they think about the information they receive?

In the past two years parents have reported that the DPP has not communicated information about tuition credits in a timely manner, especially in DPS schools. Sixty percent of parents reported waiting three weeks or more to be notified about DPP approval in 2011. In 2012, over 70 percent of parents waited three weeks or more for notification of approval, and 55 percent of DPS parents reported they waited a month or more, compared with 23 percent of parents with children in a community site. DPS parents apply to DPP as part of their DPS application, and some of this extended delay could be as a result of this additional process. Figure A1 shows how soon parents were notified about DPP approval in 2012 and Figure A2 shows this data disaggregated for DPS and community sites.

Figure A1

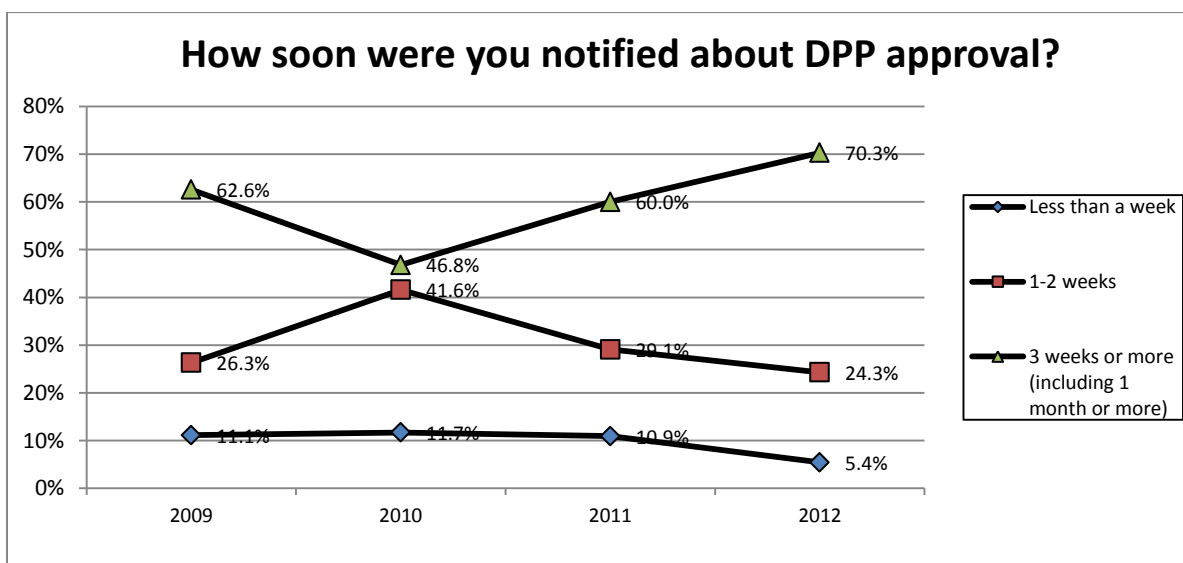
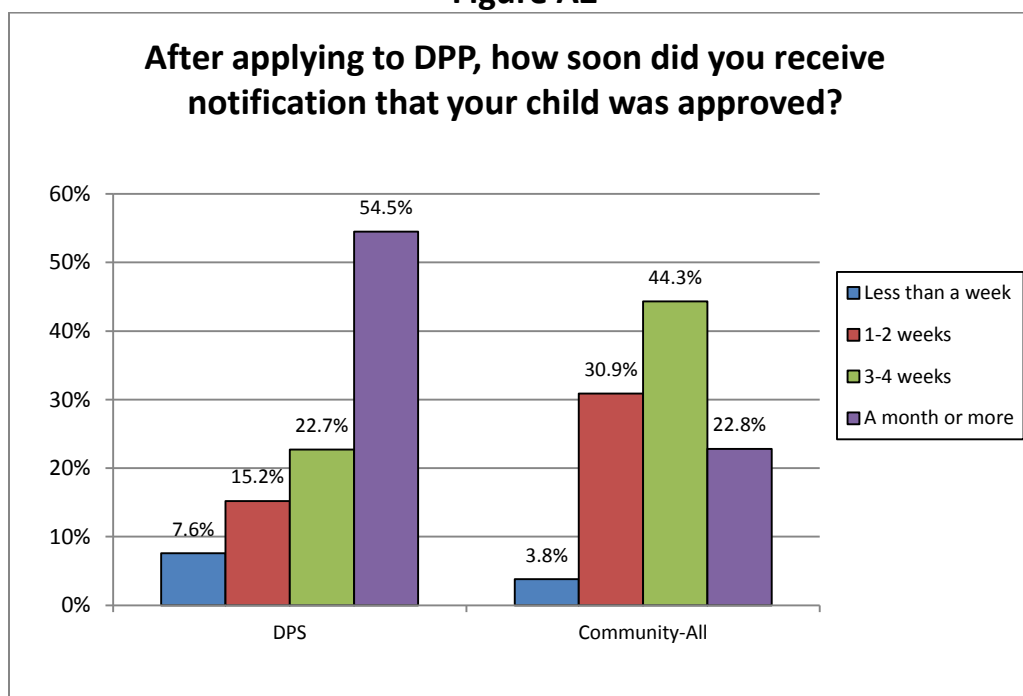
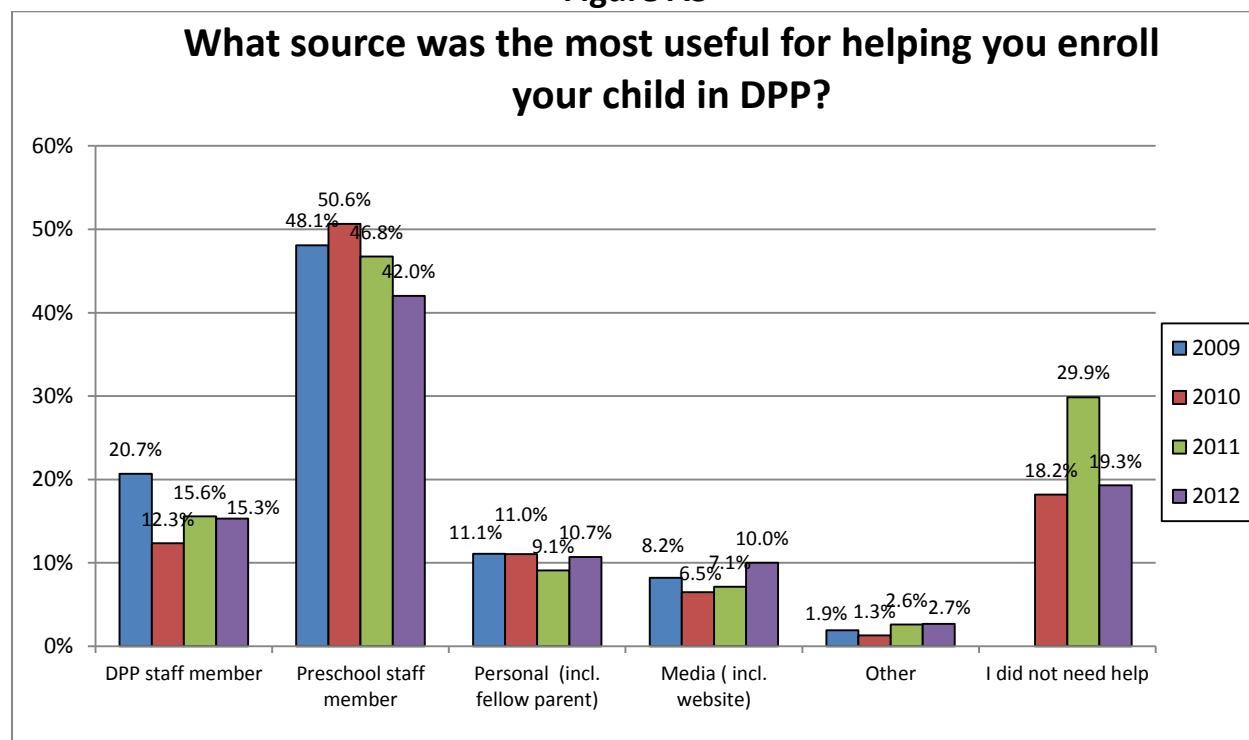


Figure A2



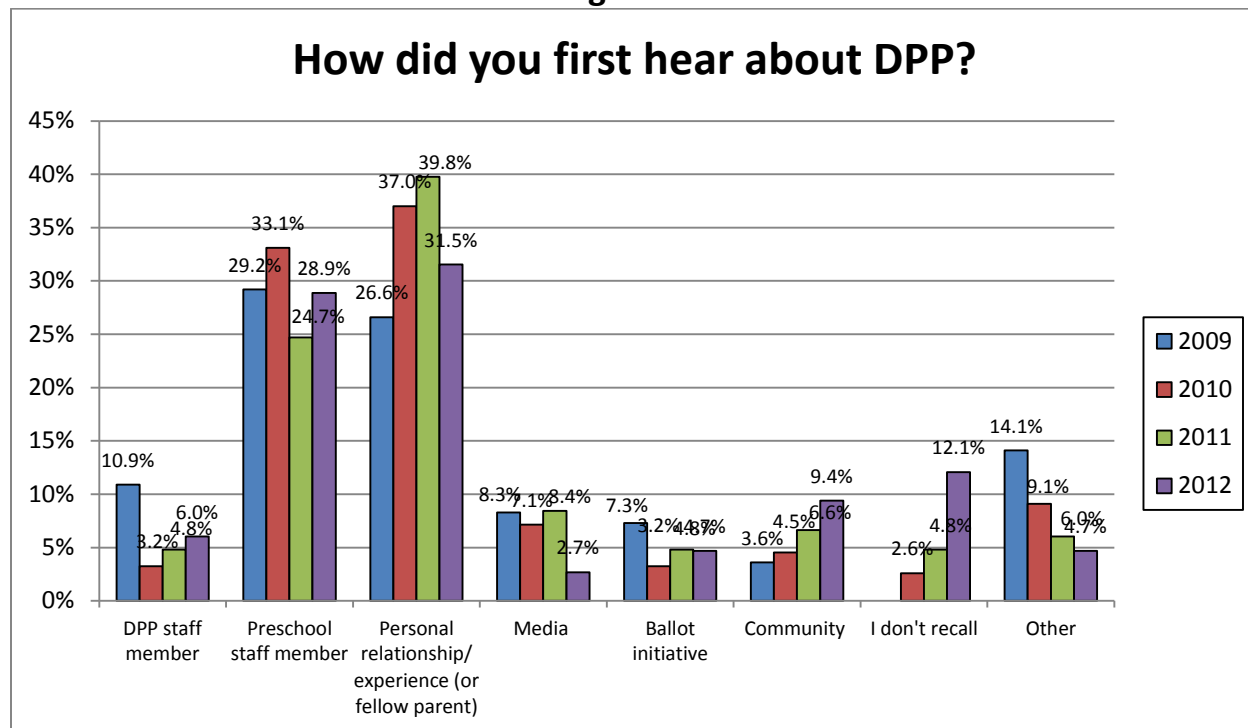
Although many parents did not need any help from DPP when enrolling, those that did seek assistance received the most useful information from preschool providers, and in 2012 an increasing number found useful information through media, including the website.

Figure A3



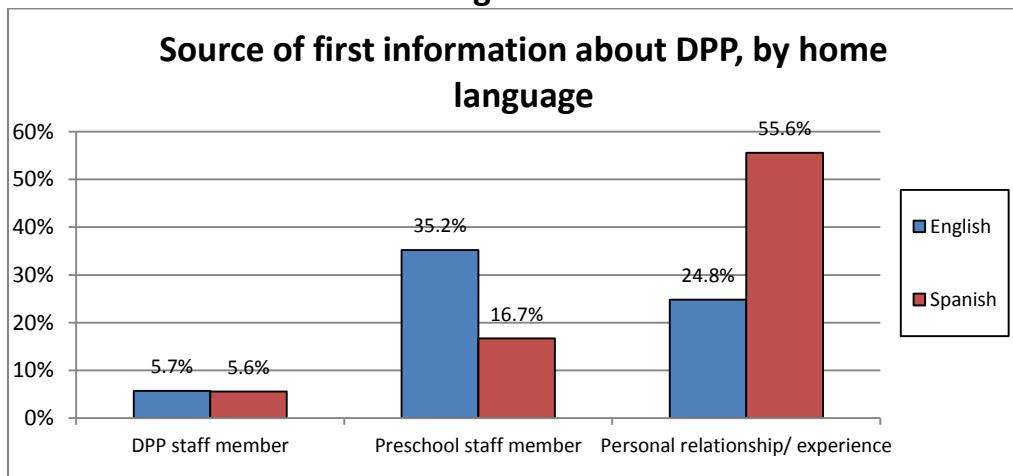
Personal relationship/experience was cited as the primary source of first information about DPP by 32 percent of all respondents in 2012, with 29 percent citing preschool staff members as their first source. Figure A4 shows this data in comparison with prior years. The increase in respondents citing preschool staff members as their first source of information in 2012 reflects the growing comfort of providers in explaining the DPP process to parents.

Figure A4



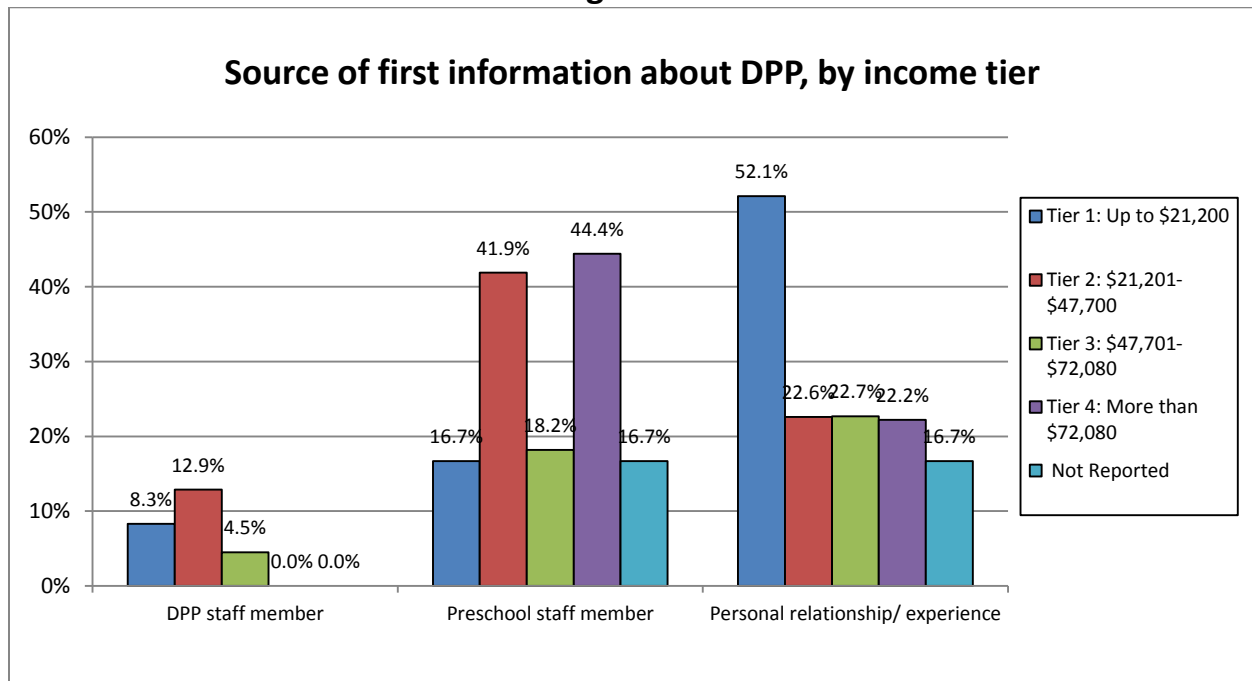
When this data is broken out by home language (Figure A5) we can see that Spanish speaking parents were significantly more likely to receive information from personal relationships/experience than English speaking parents (56 percent compared to 25 percent).

Figure A5



Those in the lowest income category were also more likely to rely on personal relationship/experience as their source of first information about DPP, compared to those in the highest category, as shown in Figure A6. Over 50 percent of parents in the Tier 1 income category rely on personal relationship/experience, compared to only 22 percent for those in the highest tier. Families in the middle income tiers rely more heavily on preschool staff members for their information.

Figure A6



Ease of Interaction with DPP

How do parents and providers describe their interactions with DPP, its partners, and providers? Concerning tuition credits? Concerning quality improvement?

The number of parents seeking assistance during the DPP application process in 2012 declined from 2011. Those parents who did seek assistance rated that assistance very highly, continuing an upward trend seen over the past 4 years. See Figures A7 and A8 for comparisons across years.

Figure A7

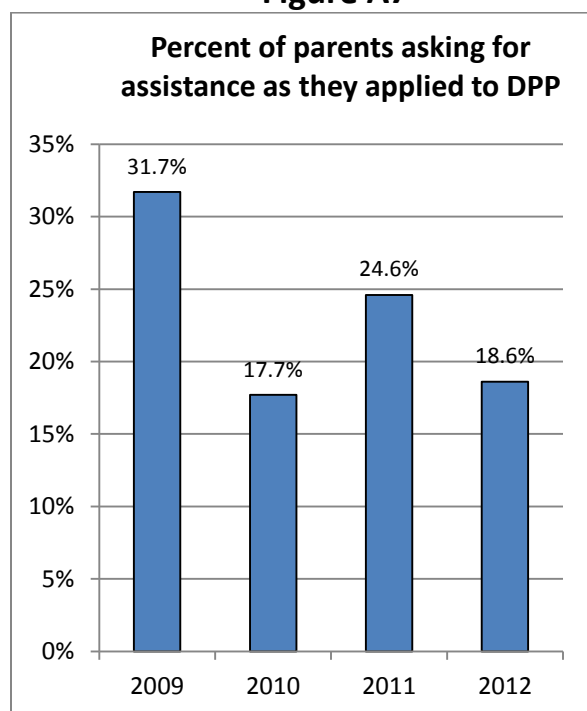
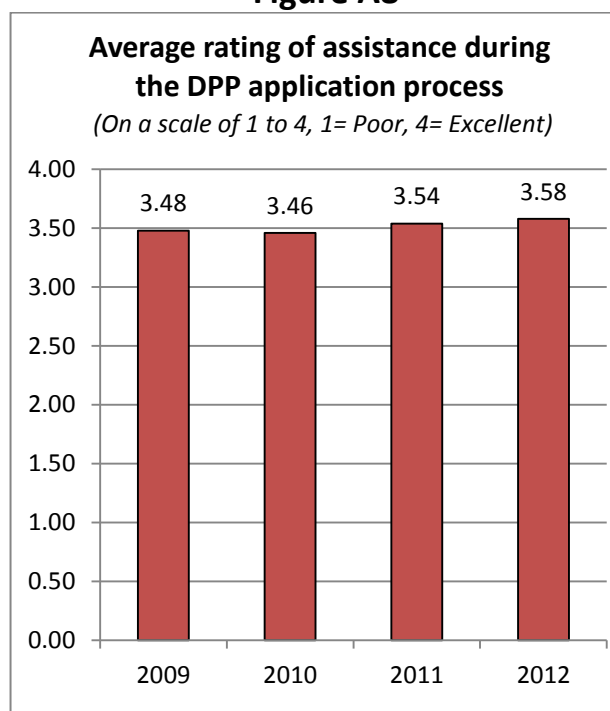


Figure A8



Amongst providers, the number of preschools requesting administrative assistance from DPP also dropped (Figure A9), but providers who received assistance rated it highly useful (Figure A10), a significant increase over 2011 results.

Figure A9

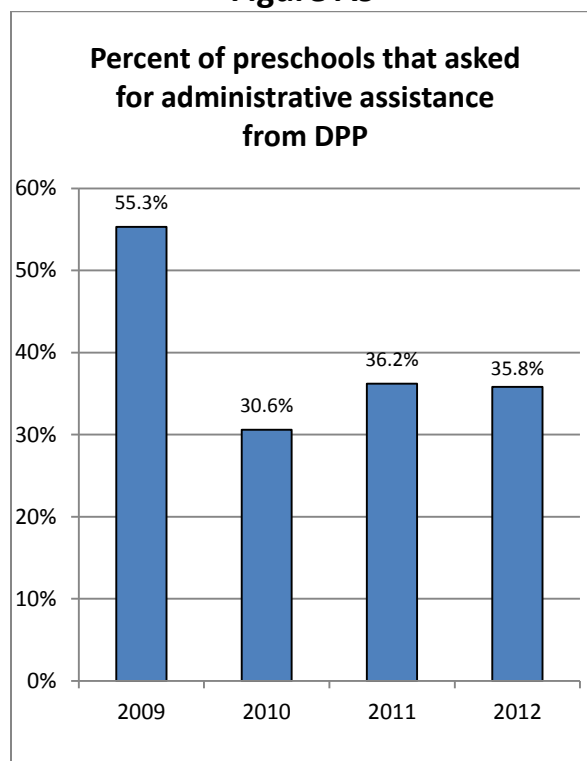
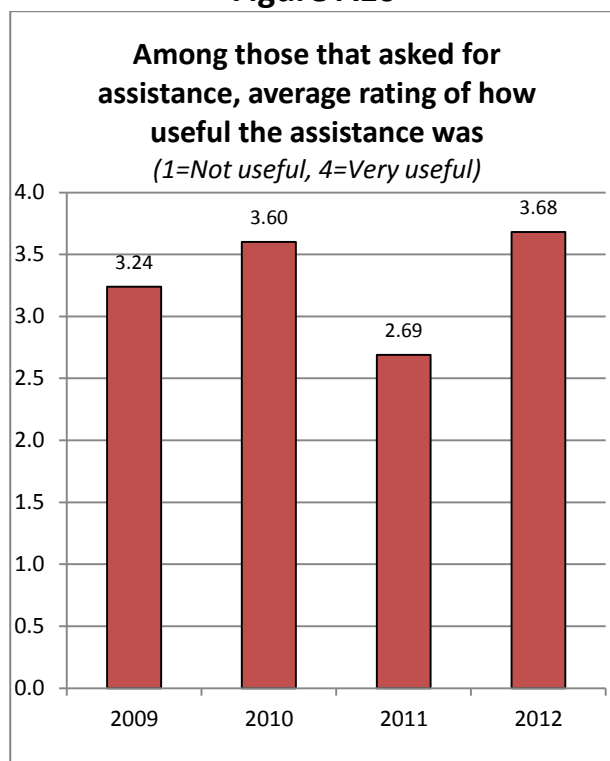
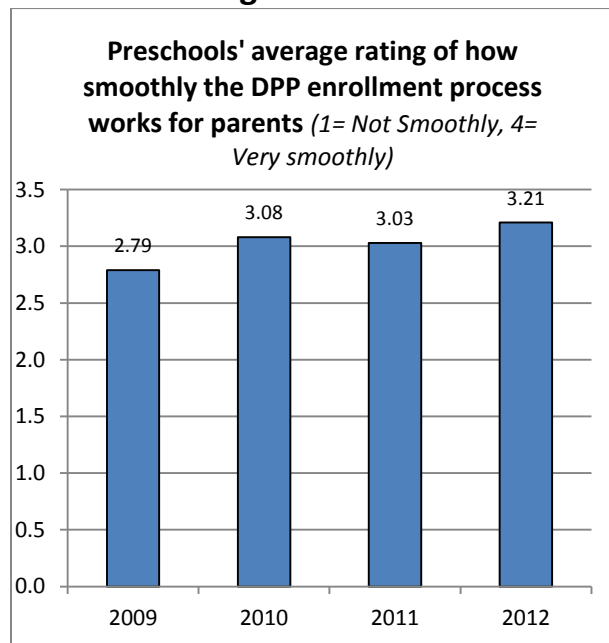


Figure A10



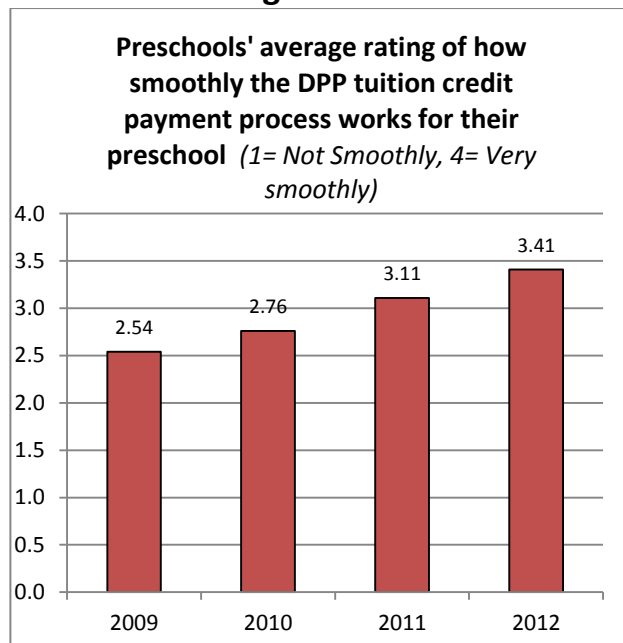
Provider ratings related to the ease of the enrollment process, the tuition credit payment process, and the timeliness of the receipt of tuition credits all saw increases over prior years. Additionally, preschools' rating of how comfortable they feel explaining how tuition credits are determined increased in 2012, blunting a downward trend that had been seen since 2010.

Figure A11



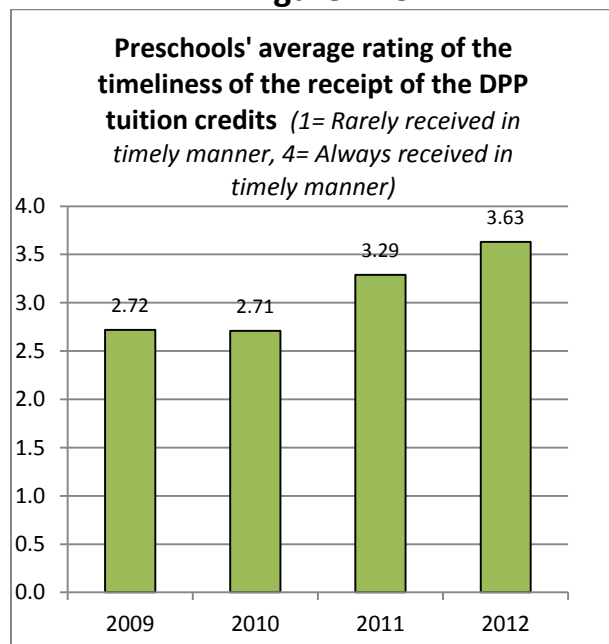
We did not ask this question to DPS sites after 2010

Figure A12



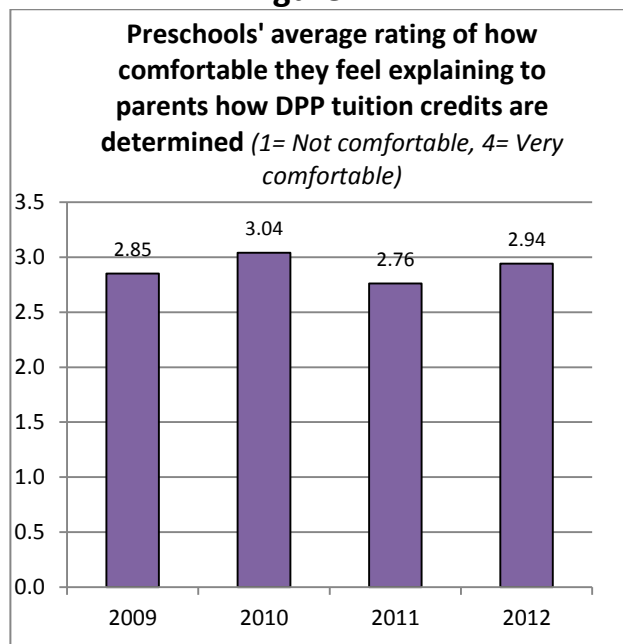
We did not ask this question to DPS sites after 2010

Figure A13



We did not ask this question to DPS sites after 2010

Figure A14



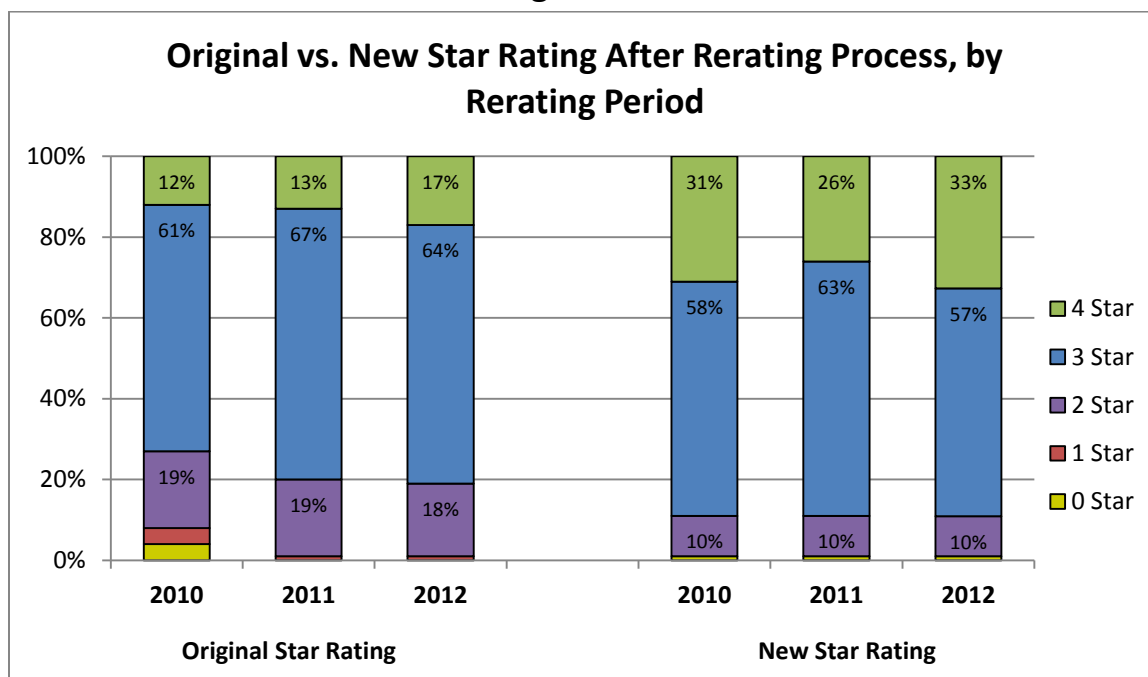
Participation by preschools in quality improvement opportunities provided by DPP was also analyzed. Opportunities include the rating process from Qualistar and coaching provided by Clayton. Several different statistics show that preschools have embraced the notion of quality improvement. The first important indicator is the number of preschools that have engaged in the re-rating process. This is the third year in which DPP sites have gone through the re-rating process and in 2012 a total of 146 classrooms in 80 sites were re-rated by Qualistar. Table 9 below shows the data by DPS and community providers for the past three years.

Table A2

Site Type	Rerated by March 2010		Rerated April 2010-March 2011		Rerated April 2011-March 2012	
	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites
Denver Public Schools	55	32	60	29	56	28
Community	74	40	60	34	90	52
Total	129	72	120	63	146	80

Of the total number of DPP rerated classrooms (146), 90 percent of them now hold a star rating of 3 or above, with 33 percent of classrooms earning the highest rating of 4 stars. Figure A15 shows the initial star ratings of all rerated classrooms as well as their new ratings, disaggregated by rerating time period, illustrating that DPP has the highest percentage of 3 or 4 star rated classrooms in its history.

Figure A15

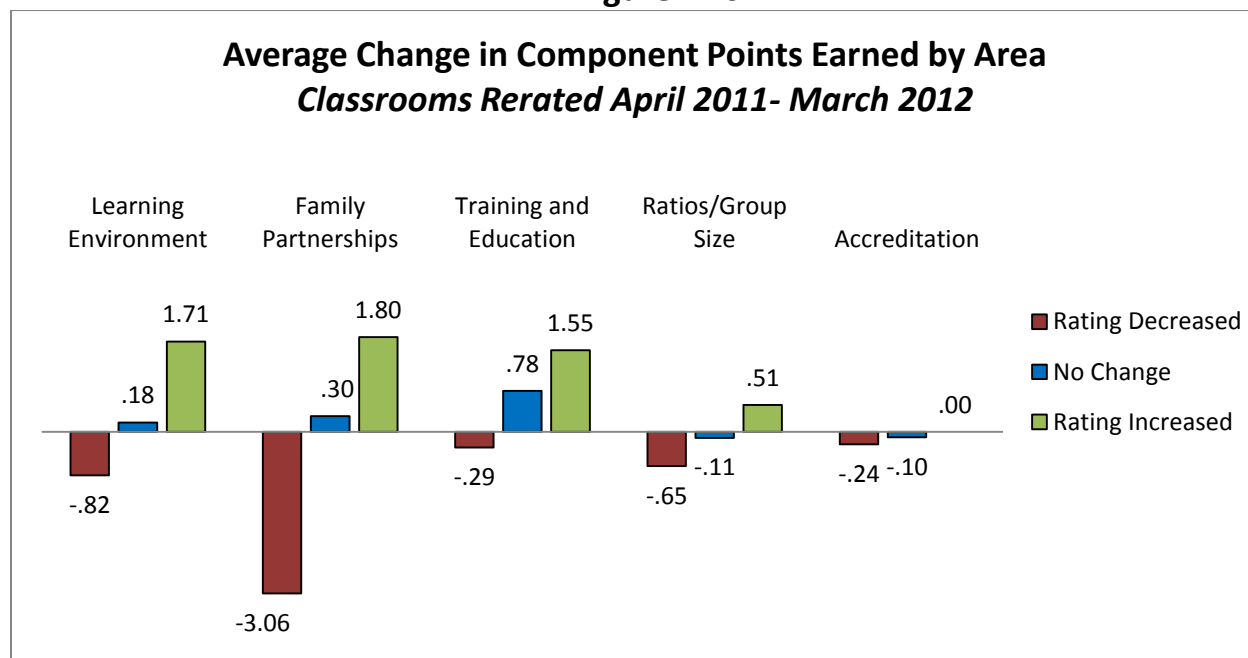


A detailed analysis of provider rerating results is presented in Appendix F.

In the Qualistar rating process, sites can earn a total of 42 points. The intervals between star rating levels are roughly seven points, so there can be some point movement in the score a site receives without a change in rating. The differences in points earned can also be separately analyzed according to the five Qualistar rating components: (1) Learning Environment, (2) Family Partnerships, (3) Training and Education, (4) Adult-to-Child Ratios and Group Size, and (5) Program Accreditation.

For classrooms with a rating decrease, the primary areas where points decreased were Family Partnerships and Learning Environment, with an average loss of 3.06 and 0.82 points respectively. On average, classrooms that maintained their rating had very little change in their score in each area. For classrooms that had a star rating increase, additional points earned occurred mainly in Learning Environment (1.71 point gain on average), Family Partnerships (1.80 point gain on average) and Training and Education (1.55 point gain on average). Figure A16 illustrates this data for classrooms rerated between April 2011 and March 2012.

Figure A16



Overall, after participating in DPP for at least two years, classroom quality continues to improve in the second year of available re-rating data. The increased scores and ratings over the past three years indicate that DPP's emphasis on and support of quality improvement is having a positive impact on the quality of preschool classrooms available to Denver families.

Tuition Credits

Do tuition credits encourage parents from all income levels to send their four-year-old children to high-quality preschools? Does the tuition credit structure encourage preschool providers in Denver to increase the number and quality of preschool slots available?

The tuition credit was shown to have influenced both the decision to enroll children in preschool, and the number of hours of preschool attendance.

Figure A17

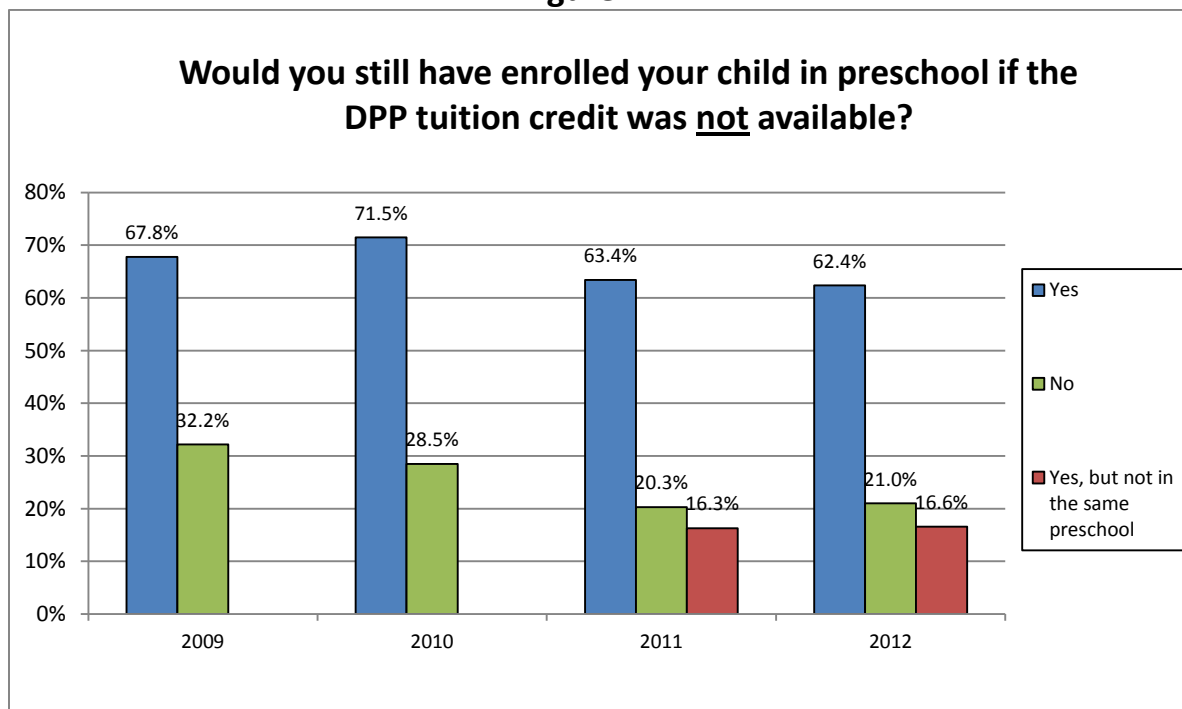
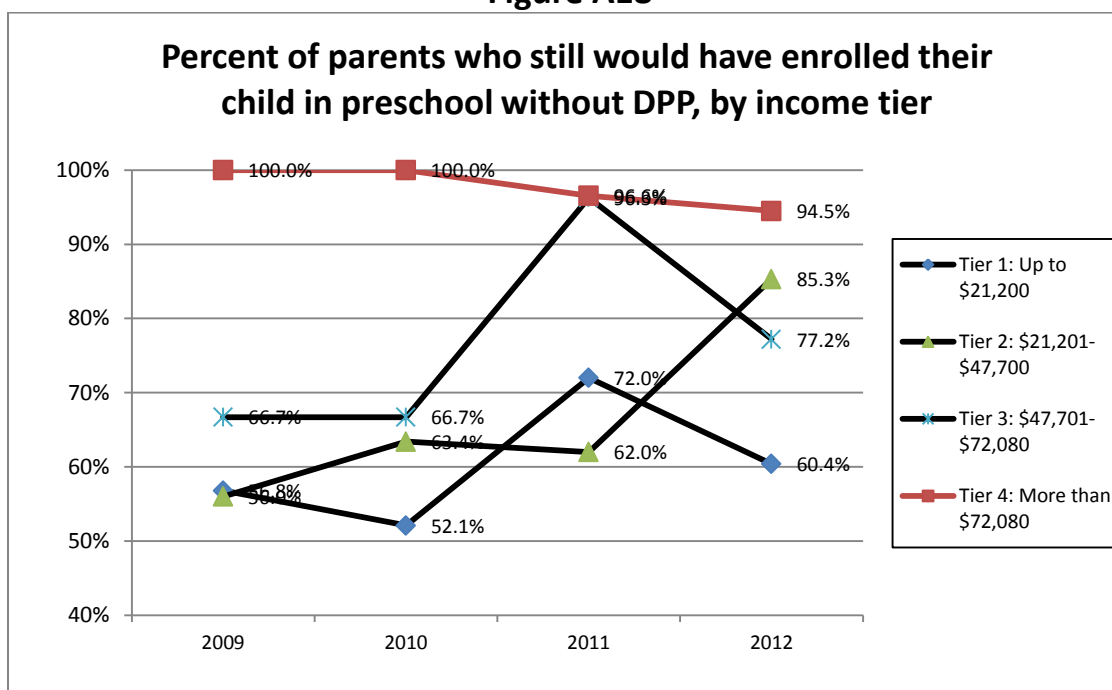


Figure A18 illustrates how this influence was most visible in lower income households, with only 60 percent of parents in the Tier 1 income category reporting they would have enrolled their child without the tuition credit, compared to 95 percent of parents in the Tier 4 income category.

Figure A18



The tuition credit also influences the number of hours children are enrolled in preschool, especially for low income and black or Hispanic families. Over 56 percent of parents in both the Tier 1 and Tier 2 categories said that they increased the number of hours their child attends preschool as a result of the tuition credit (Figure A19). In addition, 73 percent of black families and 51 percent of Hispanic families reported that the tuition credit allowed them to increase the number of hours their child was enrolled in preschool, which compares to only 25 percent of white families who reported the same effect (Figure A20).

Figure A19

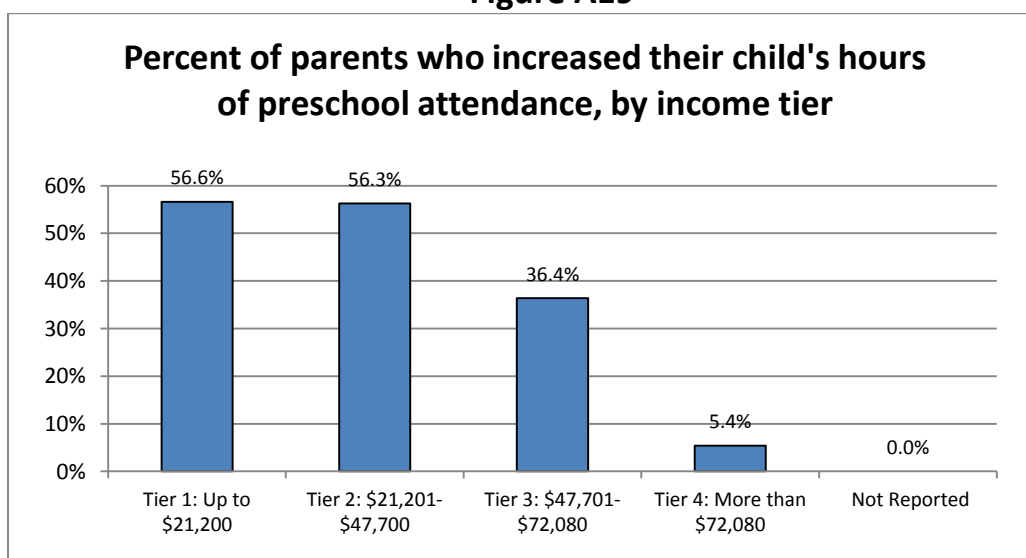
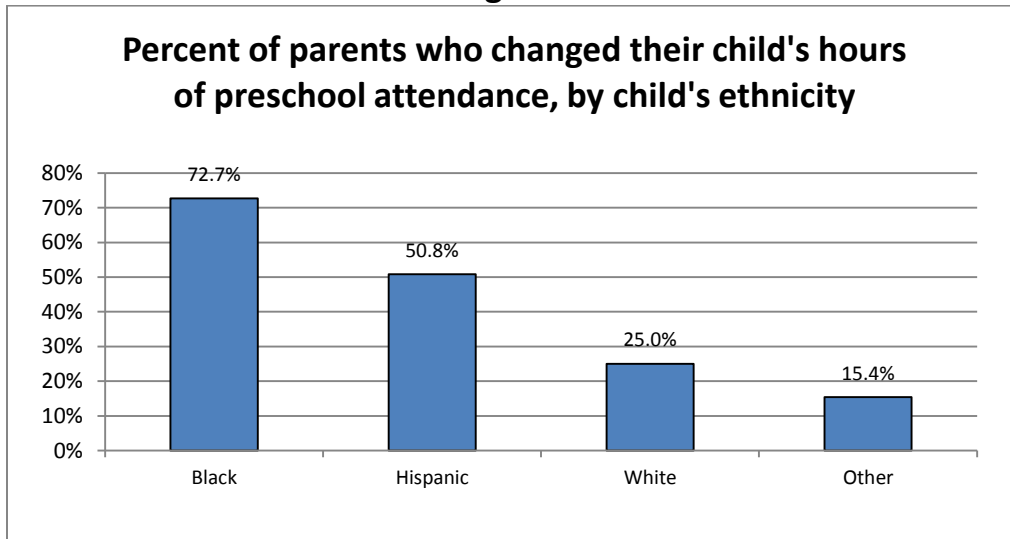
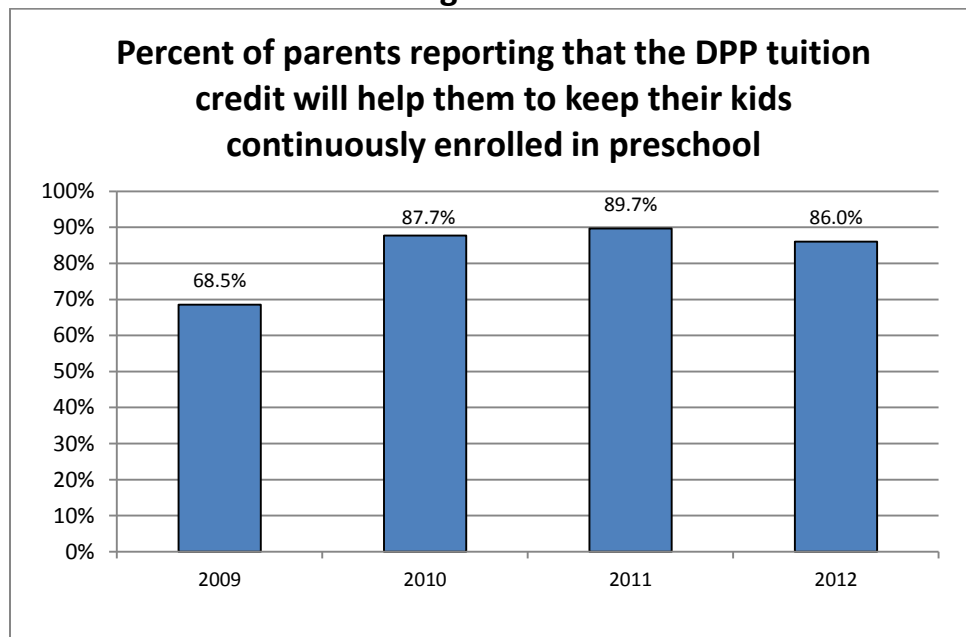


Figure A20



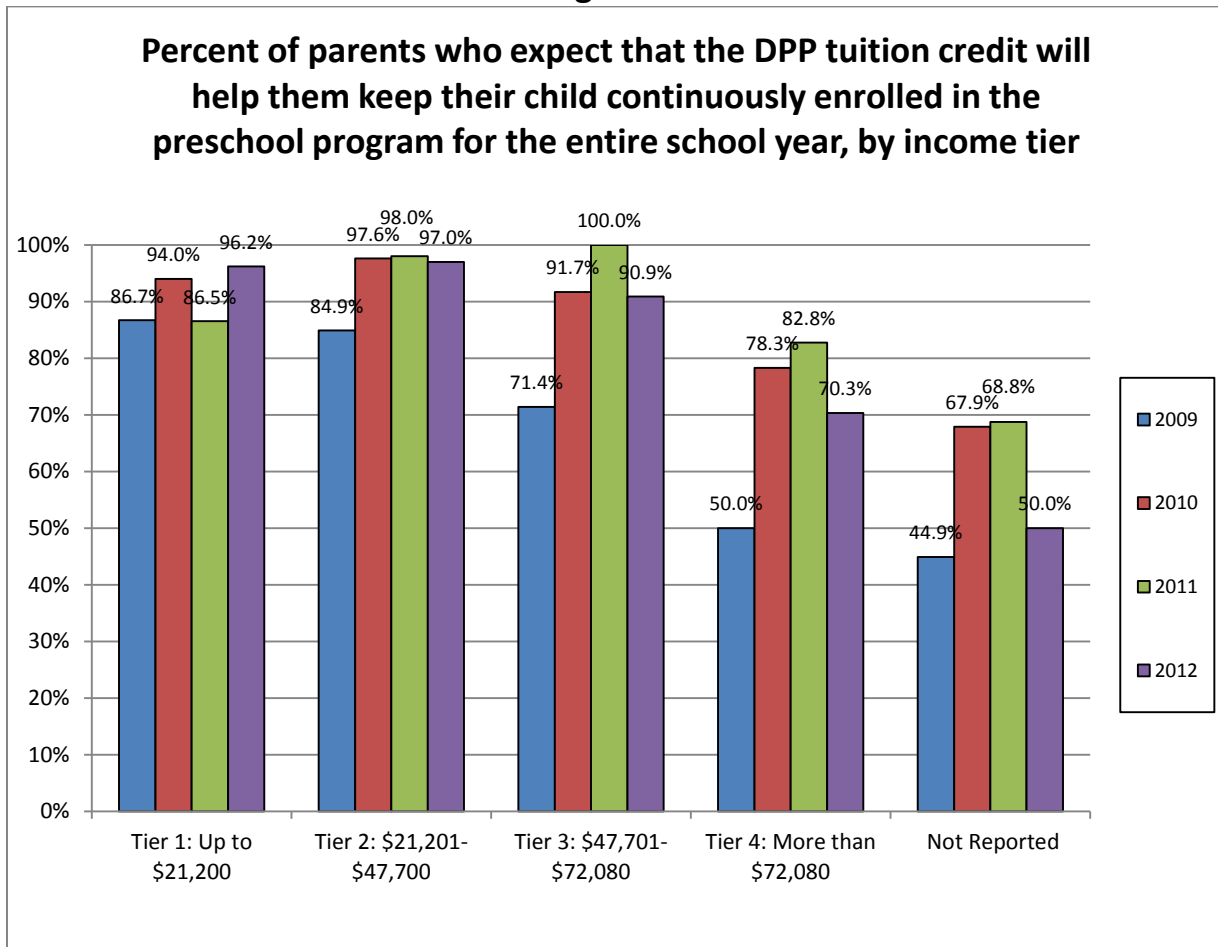
The tuition credit was also shown to have an impact on continuous enrollment. Eight-six percent of parents reported that the DPP tuition credit helps them keep their child continuously enrolled in preschool (Figure A21). Although this represents a slight drop from the previous two years, it remains a large majority of parents.

Figure A21



When this data is broken down by income tier (see Figure A22) we find that 96 percent of Tier 1 parents and 97 percent of Tier 2 parents expect the tuition credit to help them keep their child continuously enrolled in the preschool program for the entire school year, compared to 70 percent of Tier 4 parents, illustrating the larger influence the stable source of support offered by the DPP tuition credit has on parents in the lower income tiers.

Figure A22



The tuition credit also has an impact on choice of preschool. Nearly 39 percent of parents reported that the tuition credit influenced their choice of preschool, up from 17 percent in 2011 (see Figure A23). The impact of the credit on school choice is seen to vary by income level and ethnicity. As shown in Figure A4, 65 percent of Hispanic parents reported that the credit influenced their preschool choice, compared to 21 percent of white parents. Figure A25 shows that 67 percent of parents in the Tier 1 income category also reported that the credit influenced their preschool choice, compared to 11 percent of those in the Tier 4 income category.

Figure A23

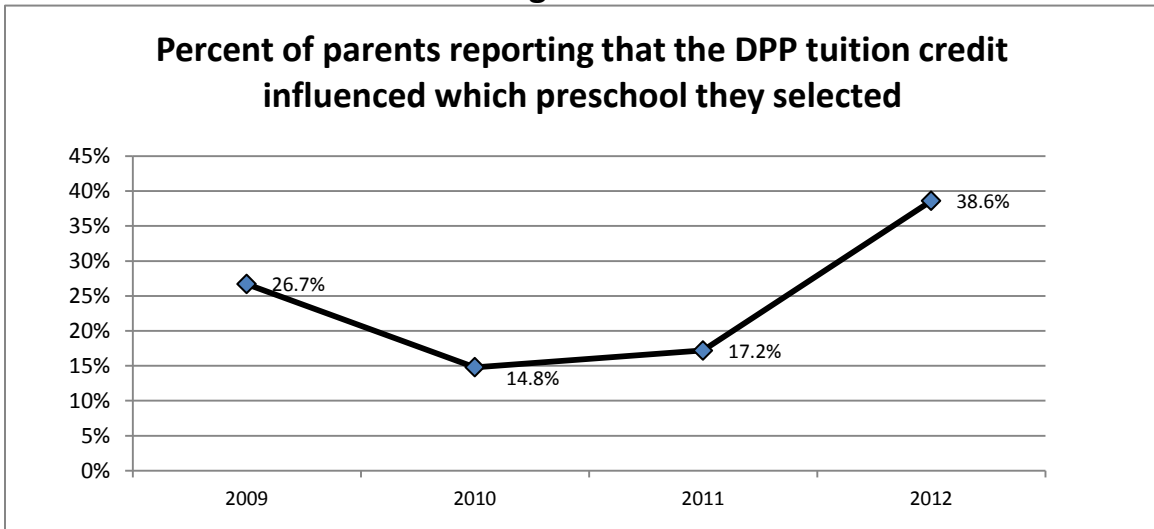


Figure A24

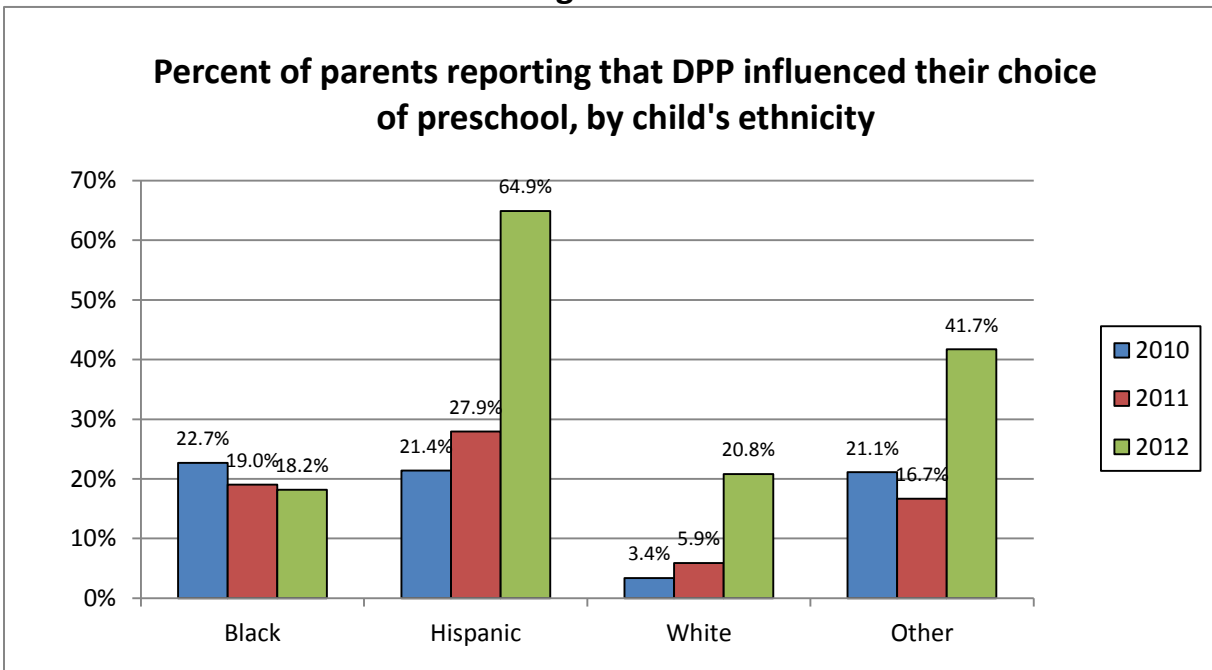
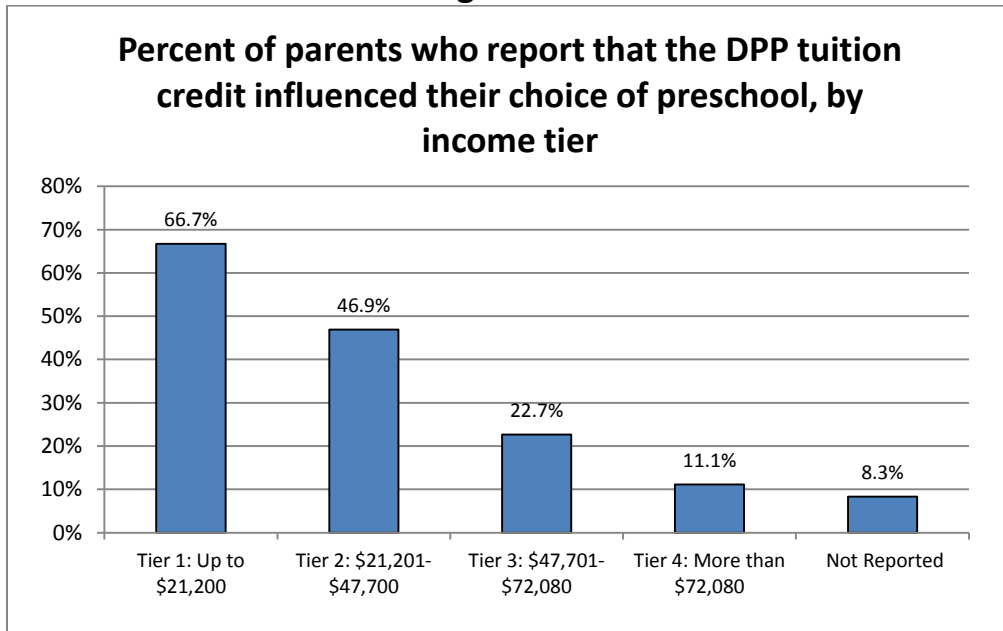
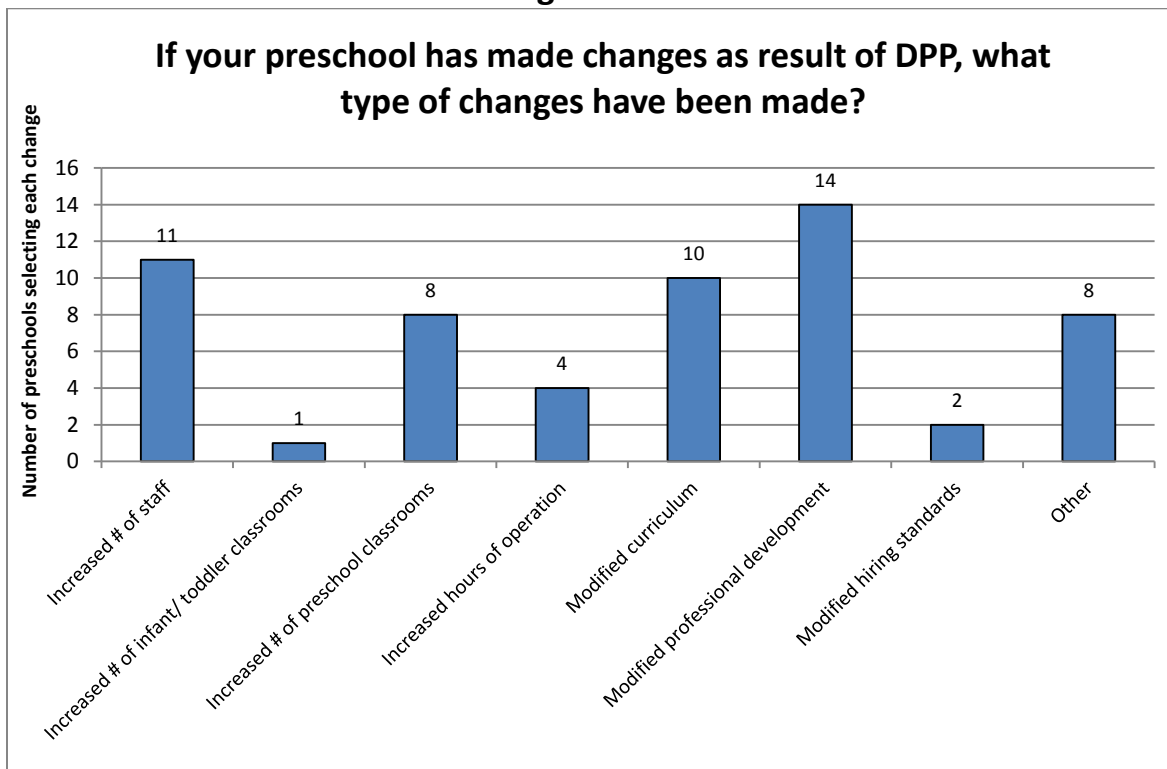


Figure A25



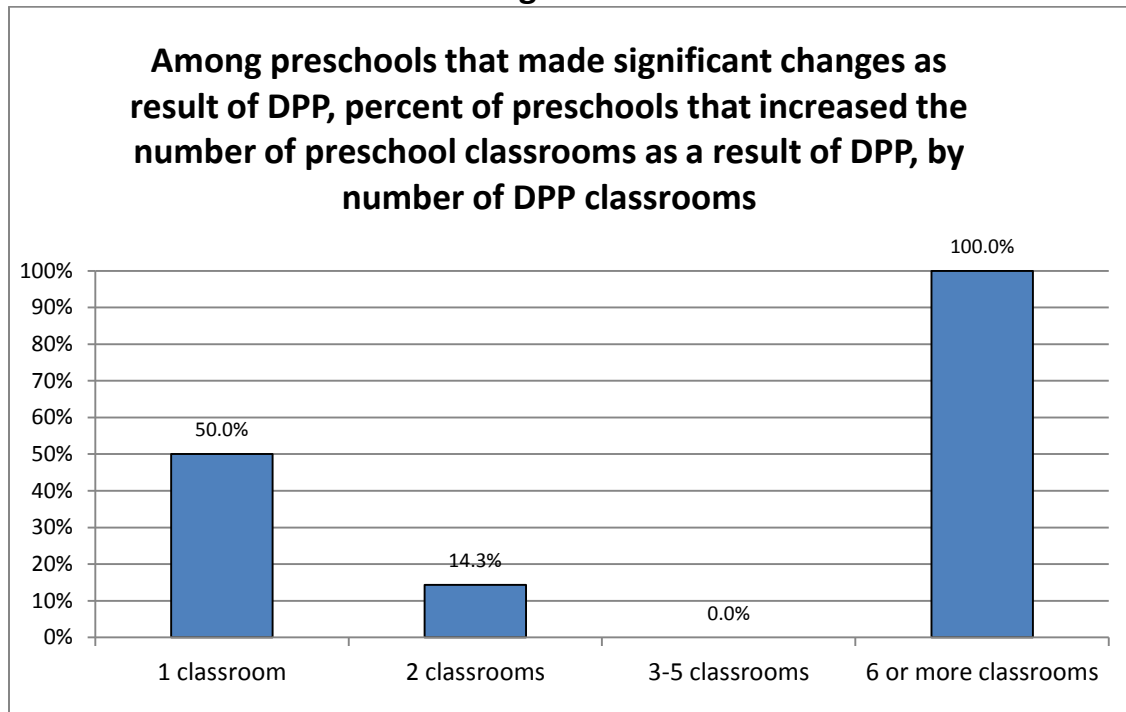
Preschools reported making a number of changes as a result of the DPP. As shown in Figure A26, the most common changes in 2012 related to modifying professional development and school curriculum and increasing the number of staff and preschool classrooms.

Figure A26



Finally, the increase in number of classrooms was particularly evident amongst the larger preschools, with 100 percent of preschools with 6 or more classrooms increasing their total number of classrooms as a result of the DPP, as shown in Figure A27.

Figure A27



Appendix B: Analysis of Re-Rated DPP Providers

Introduction

An important aim of the Denver Preschool Program (DPP) is to improve the quality of preschool available to families in the Denver area. When preschool sites choose to participate in the Denver Preschool Program, they receive a rating from Qualistar Colorado that evaluates the quality of their program in several areas: 1) Learning Environment, 2) Family Partnerships, 3) Training and Education, 4) Adult-to-Child Ratios and Group Size, and 5) Program Accreditation. The total number of points a site earns in all of these areas determines their star rating which is on a scale of 0 to 4 stars.

The Denver Preschool Program allocates credits to support quality improvement efforts for each DPP participating provider. Providers are allocated a certain number of credits based on their Qualistar rating, their size and their accreditation status. These credits can be applied towards: (1) subsidized rates for CLASS coaching and training, (2) Quality Improvement Coaching courses, (3) funds to purchase non-consumable learning materials, or (4) funds to be used for qualifying ECE College coursework, conferences or trainings. One coaching credit is equal to five hours of QI/CLASS coaching, and providers can earn up to seven credits in a year.

Sites that participate in the Denver Preschool Program are required to go through a rerating process with Qualistar every two years. The rerating process allows for changes in quality to be monitored and further illustrates the influence that the program has on the preschool community through its emphasis on quality improvement.

This is the third year in which DPP sites have gone through the rerating process and this report will analyze changes in quality during their participation in the Denver Preschool Program for all Denver Public Schools and community sites that have been rerated as of March 2012. Similar reports were released in 2010 and 2011 that examined sites that had been rerated as of March in those years.⁷ This report presents overall results for rerated sites in all three years, as well as more detailed results for sites rerated between April 2011 and March 2012. During this period, 28 DPS sites (56 classrooms) and 52 community sites (90 classrooms) were rerated. The table that follows details the classrooms and sites that are examined in this report by rerating time period.

⁷ Results presented may vary slightly from those presented in the previous two reports due to shifted time periods examined due to more accurate data provided.

Table B1

	Rerated by March 2010		Rerated April 2010-March 2011		Rerated April 2011-March 2012	
Site Type	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites
Denver Public Schools	55	32	60	29	56	28
Community	74	40	60	34	90	52
Total	129	72	120	63	146	80

Understanding the Qualistar Rating™

According to Qualistar, classroom ratings are based on their scores in the following five quality components:

Learning Environment

This component utilizes the Environment Rating Scales to award points based on the measured quality of physical classroom space, personal care routines, language and reasoning activities, child interactions and program structure. Points earned in this area can range from 0 to 10.

Family Partnerships

This component measures and awards points based on information about communication, collaboration, and family involvement opportunities collected through family questionnaires and program documentation. Points earned in this area can range from 0 to 10.

Training and Education

This component measures and awards points based on the formal training staff has received as well as their level of experience, with separate requirements for center administrators and child care providers/home providers. Points earned in this area can range from 0 to 10.

Adult-to-Child Ratios and Group Size

This component measures and awards points based on adult to child ratios and overall classroom group size. For a preschool classroom, a ratio of one adult to eight children (1:8) and a group size of fifteen or less children would earn full points (up to eight points for Adult-to-Child Ratios and two points for Group Size). Points earned in this area can therefore range from 0 to 10.

Program Accreditation

Sites can also earn an additional 2 points for receiving and maintaining program accreditation through an approved organization (for example, NAEYC and NAFCC).

The combined point total from each of these areas determines the site's star rating. Table B2 illustrates the points needed for each star level:

Table B2

Points Needed for each Star Rating Level	
Star Rating	Points Needed
Provisional	0 -9 points OR Learning Environment Score of 0
1 Star	10 - 17 points
2 Star	18 - 25 points
3 Star	26 - 33 points
4 Star	34 - 42 points

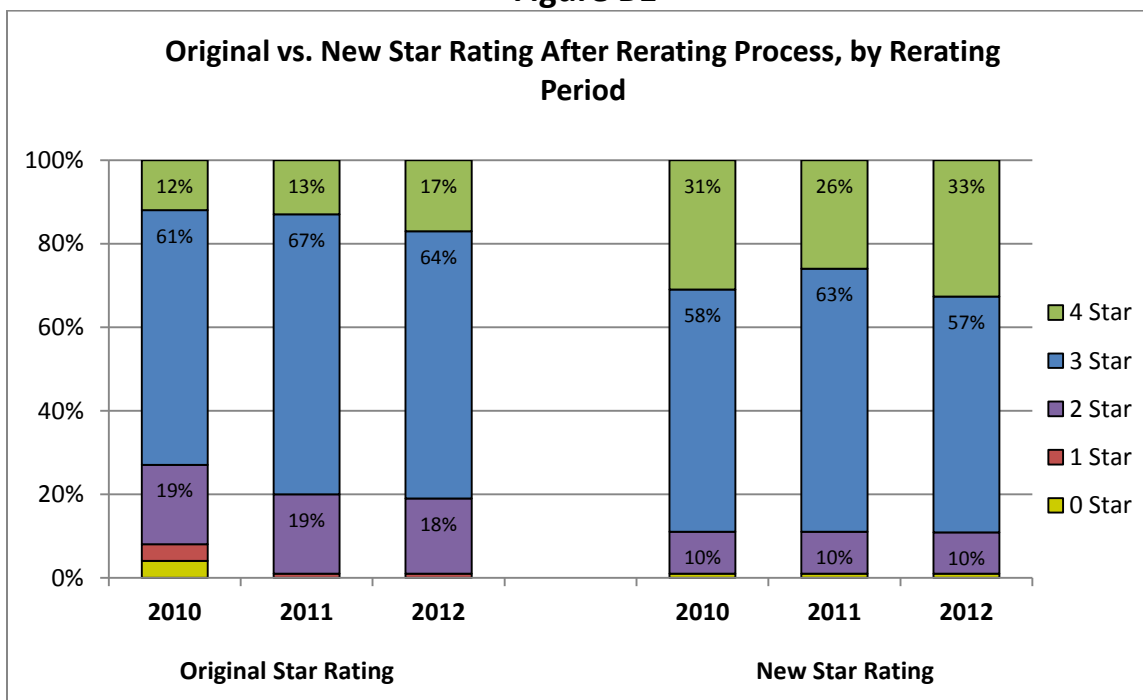
Rerating Results

Results are shown for each group of rerated classrooms by rating time period. Further, results are also shown separating DPS and community classrooms to analyze them independently.

Overall Results for all Rerating Time Periods

Figure B1 identifies the initial star ratings of all rerated classrooms as well as their new ratings, disaggregated by rerating time period.

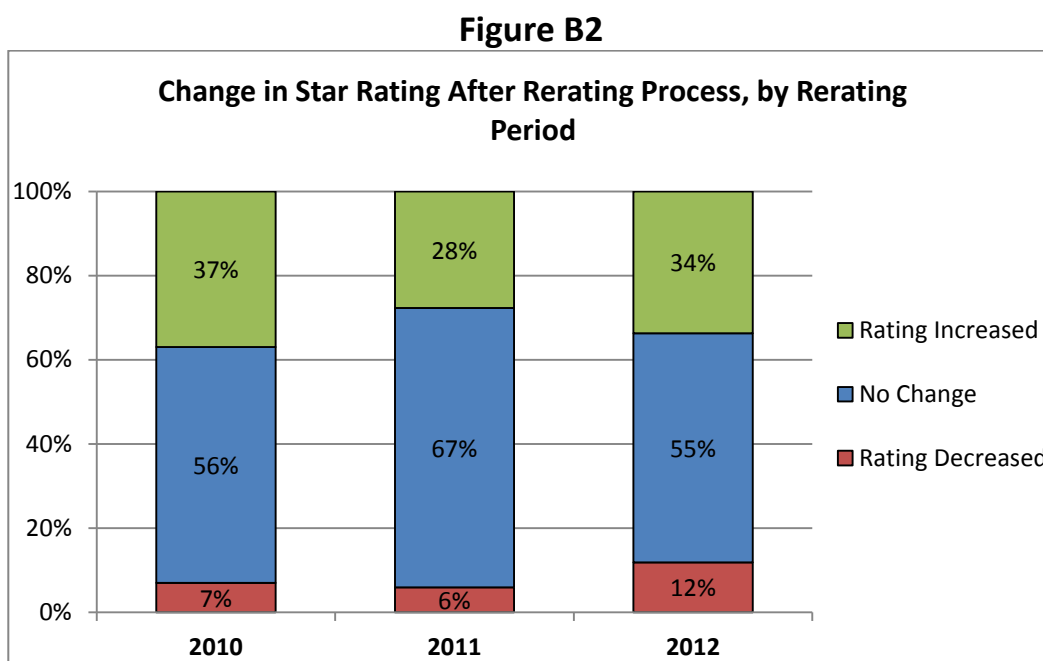
Figure B1



As the columns on the left indicate, initial star ratings were slightly lower for the first group of rerated classrooms with just over 70 percent of classrooms having an initial rating of three stars or more in the 2010 group, compared to roughly 80 percent of classrooms in the 2011 and 2012 groups receiving a similar initial rating of three stars or more. These percentages increased when all classrooms were

rerated, as can be seen in the columns on the right. In each rerating group, 90 percent of classrooms were rerated with a star rating of 3 or above, with about a third of classrooms in the 2010 and 2012 group and a quarter of classrooms in the 2011 group receiving the highest rating of 4 stars. Ten percent of classrooms had a new star rating of two stars after rerating, down from about 19 percent of classrooms having an initial star rating of two stars. Almost no classrooms had a rating less than two stars after rerating.

It is clear that there has been a positive change in star ratings over the past three years. Figure B2 provides a closer look at star rating movement in each rerating time period.



As was the case with original versus new star ratings, results were fairly consistent across rerating time period groups. About a third of classrooms increased their star rating (slightly less in 2011 at 28 percent). In 2010 and 2012 about 55 percent of classrooms maintained their rating and 67 percent of classrooms did so in 2011. The percentage of classrooms that had their rating decrease after rerating was higher in 2012 at 12 percent compared to six to seven percent in the previous two groups.

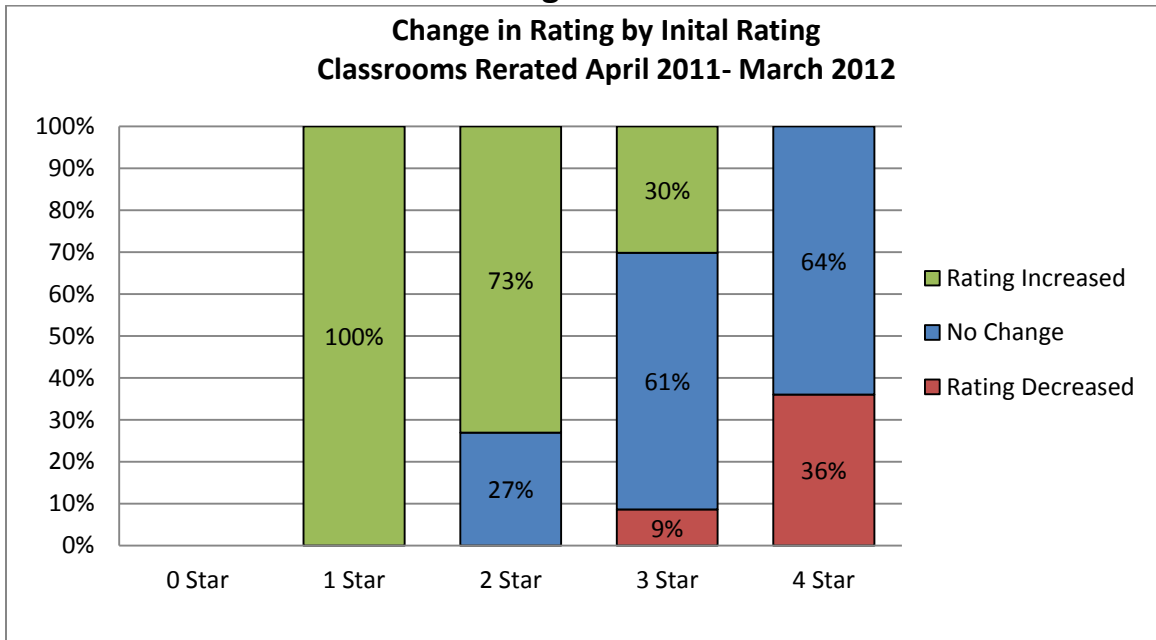
More detailed results will be provided for the most recent group of rerated classrooms in the following sections.

Detailed Changes in Star Rating Results for Classrooms Rerated during Current Rerating Time Period, April 2011- March 2012

By Initial Rating

Figure B3 looks more closely at classrooms in the current rerating time period (April 2011- March 2012) examining their change in star rating, disaggregated by their initial rating.

Figure B3



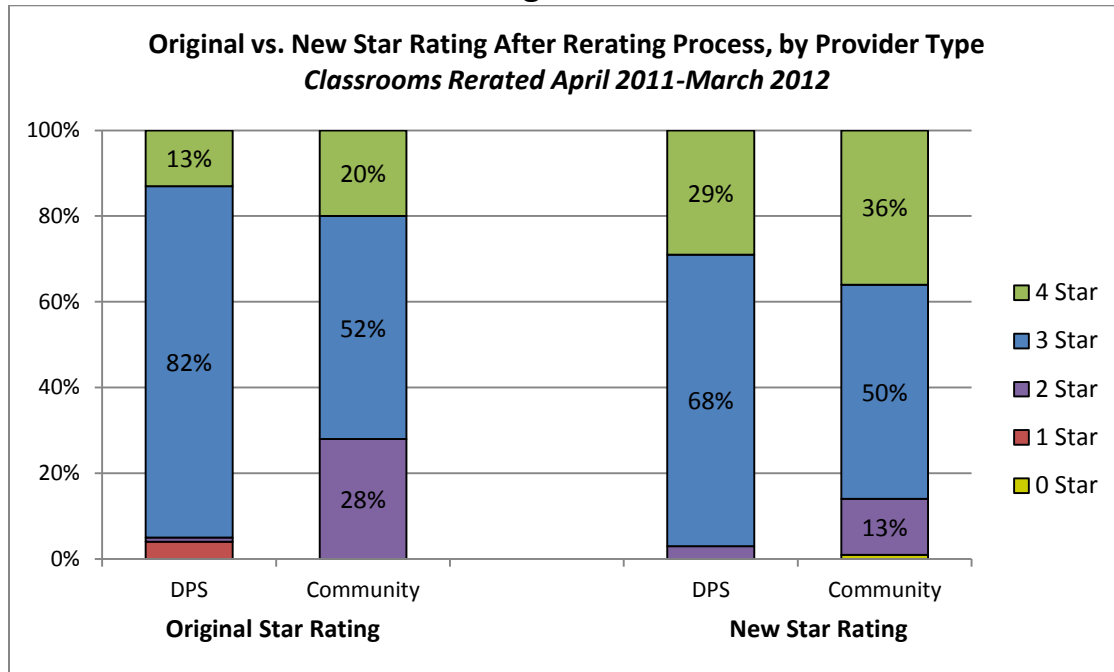
In this rerating group, no classroom had an initial star rating of zero stars. One hundred percent of classrooms with an initial star rating of one star (two classrooms) and 73 percent of classrooms with an initial rating of two stars (26 classrooms) increased their star rating. Thirty percent of classrooms with an initial rating of three stars increased their rating, while 61 percent maintained their rating. Results were not as positive for the highest rated classrooms, with 64 percent of four star rated classrooms maintaining their rating and 36 percent having their rating decrease.

Overall, classrooms with lower initial ratings of zero to two stars and very few classrooms with a rating of three stars or less initially had their rating decrease. On a less positive note, a third of all four star classrooms had their rating decrease after rerating. We will consider possible reasons for these increases and decreases in a later portion of this report.

By Provider Type

It is also important to look for any variations in results by provider type. Figure B4 below has two bar charts which compare the initial ratings of classrooms to their new ratings after the rerating process, comparing classrooms by provider type – DPS or community. Home providers were not included in this analysis due to the low number having been through rerating to date.

Figure B4

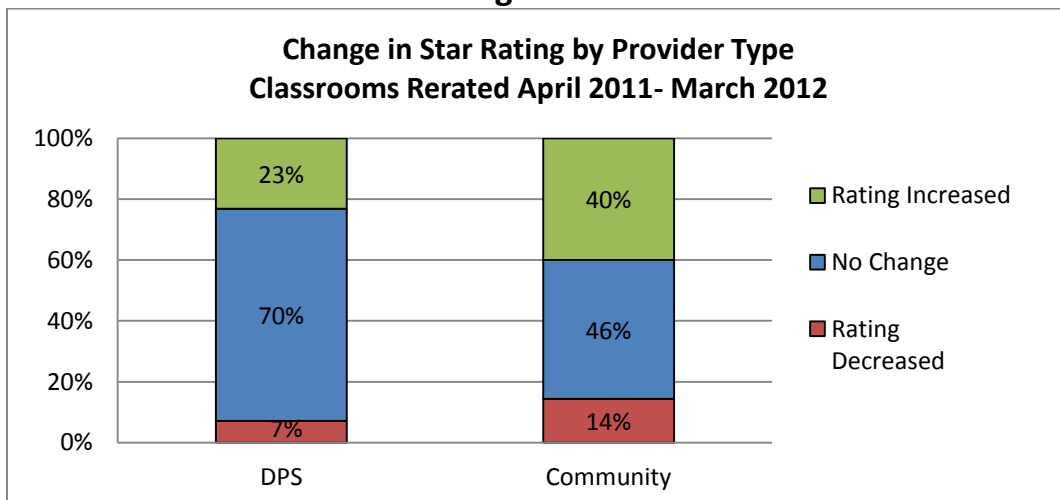


As the bar chart on the left of Figure B4 shows, nearly all of the DPS classrooms that went through the rerating process this time period had an initial rating of three stars or higher, with 13 percent having a four star rating initially and 82 percent having an initial rating of three stars. The initial ratings of community classrooms were more varied, with just under two-thirds of classrooms having an initial rating of three stars or higher (20 percent with an initial four star rating) and 28 percent having an initial two star rating.

The bar chart on the right then shows the star ratings of classrooms after the rerating process. The percentage of DPS classrooms that were now rated above three stars increased to 97 percent of classrooms, with nearly 30 percent receiving a rating of four stars. Community classrooms increased the percentage of classrooms rated three stars or higher to 86 percent of classrooms, with a large increase in the number of four star classrooms – now at 36 percent. The number of classrooms with a 2 star rating subsequently decreased from 28 to 13 percent. One percent of community classrooms (really only one classroom) now have a zero star rating, when previously no community classroom had a rating less than two stars.

Figure B5 take a closer look at the individual movement of classrooms along the rating scale to determine the percentage of DPS and community classrooms that had their rating increase, decrease or stay the same.

Figure B5



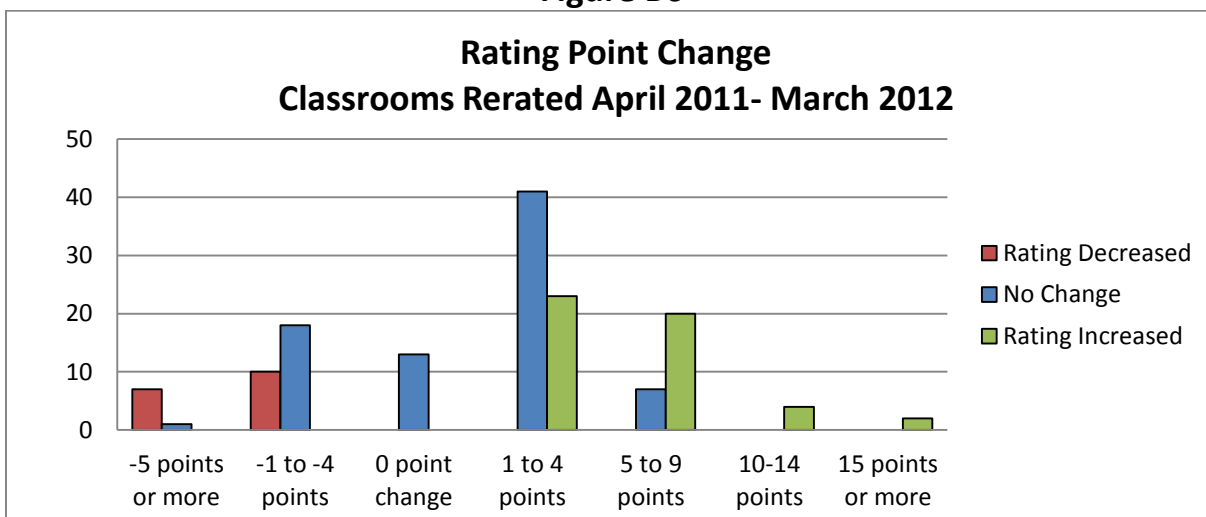
The large majority of DPS classrooms maintained their current rating (70 percent) while 23 percent increased their rating. This is very positive given the high percentage of DPS classrooms that had an initial star rating of three or four star. A high percentage of community classrooms increased their rating (40 percent) while another 46 percent maintained their initial rating. Fourteen percent of community classrooms and seven percent of DPS classrooms had their rating decrease after rerating.

Changes in Rating Points Earned for Classrooms Rerated during Current Rerating Time Period, April 2011- March 2012

All Classrooms

As mentioned previously, programs can earn up to a total of 42 points. The intervals between star rating levels are roughly seven points, so there can be a fair amount of point movement in the score a site receives without a change in rating. Figure B6 below illustrates the change in rating points earned based upon whether the classroom's rating increased, decreased or remained the same.

Figure B6

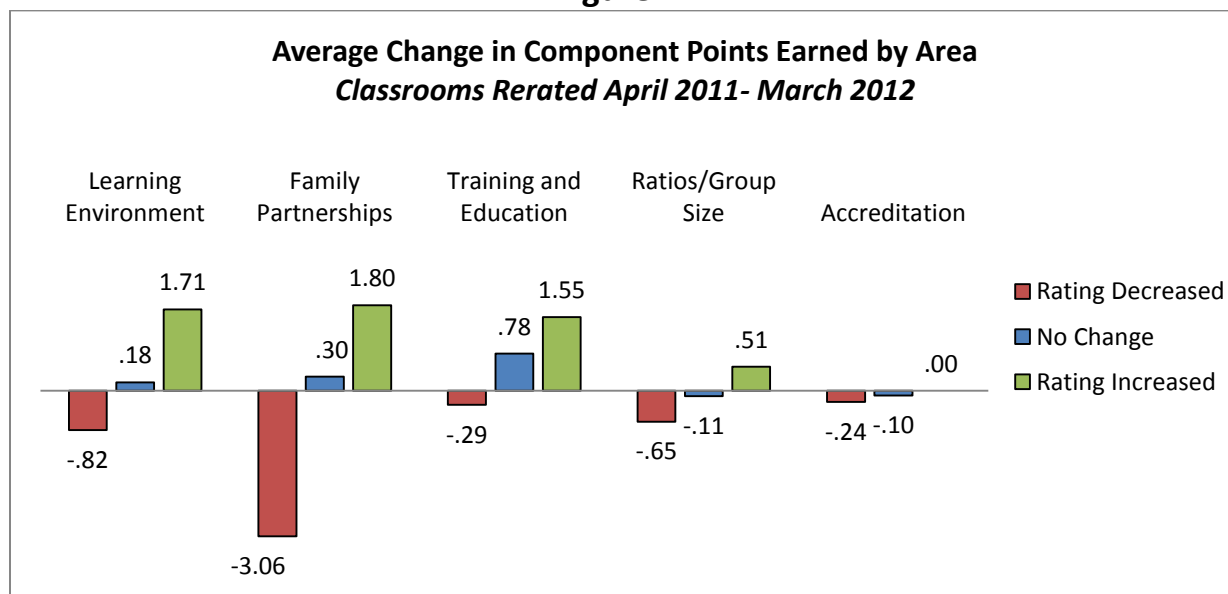


There was positive movement for the majority of classrooms (66 percent) in the number of points they earned and for 23 percent of classrooms it was an increase of five points or more. Only a quarter of classrooms received fewer points during rerating, with the majority (20 percent) losing just one to four points.

As noted in previous reports, there is overlap between the groups; there are classrooms that lost or gained the same amount of points but experienced different impacts on their overall star rating. For example, 7 classrooms saw an increase of 5 to 9 points in their total score, but had their star rating remain the same while for 20 classrooms that same change in points was enough to increase their star rating. On the other end, 18 classrooms lost one to four points but kept their same rating, while 10 classrooms lost the same amount and saw their rating decrease. These examples indicate that there is movement within rating categories beyond what is apparent when just considering star rating change.

Taking a step further, differences in points earned can also be looked at by each of the Qualistar Rating™ components: 1) Learning Environment, 2) Family Partnerships, 3) Training and Education, 4) Adult-to-Child Ratios and Group Size, and 5) Program Accreditation. Figure B7 shows the average point change in each of these areas, for all classrooms, grouped by whether their star rating increased, decreased and stayed the same.

Figure B7



As Figure B7 shows, classrooms that had their rating decrease primarily lost points in Family Partnerships with an average loss of 3.06 points. Classrooms that maintained their initial rating had minimal changes in points on average. For classrooms that had a star rating increase, the main areas which they earned additional points in were Learning Environment (1.71 point gain on average), Family Partnerships (1.80 point gain on average), and Training and Education (1.55).

Upon closer inspection of the elements that contribute to the score changes seen in Chart VII, there are a number of commonalities that can be observed in each of the score component areas.

For classrooms that had their rating increase, we looked for commonalities in the component areas where they had gains of at least one point or more on average (Learning Environment, Family Partnerships, and Training and Education) for all classrooms rerated during this time period. By area these were:

1. Learning Environment

There was improvement in three of the five Learning Environment subscale areas by the majority of classrooms that had their rating increase. The highest average point changes were in the area of language and reasoning. The language and reasoning subscale included improvements in areas such as encouraging children to communicate, using language to develop reasoning skills, and informal use of language.

Table B3

	Percent with Score Improvement	Average Point Change
Physical Space	65%	0.29
Personal Care Routines	8%	-1.53
Language and Reasoning	100%	3.49
Classroom Activities	47%	0.00
Classroom Interactions	59%	0.26
Program Structure	73%	0.81

2. Family Partnerships

Nearly 60 percent of classrooms that had their rating increased received additional points (1.8 points on average) based upon their family questionnaires. To receive points for an element on the questionnaire, 80 percent of families had to agree that the classroom was successful in that area. These areas included how well the program: (1) communicated with and provided information to families, (2) provided educational, social and engagement activities for families, (3) offered advice on parenting technique topics, (4) inquired about child's activities interests and behavior at home, (5) updated families on their children's progress, and (6) included families in planning/decision making and incorporating family goals and preferences. Only 12 percent of these classrooms received additional points from their documentation checklist which gives proof of a program's efforts in the same areas as the family questionnaire described previously, such as having a written plan for supporting family partnerships with goals, set activities and a timeline.

3. Training and Education

Fifty-nine percent of classrooms that increased their star rating had an increase in the education level of the teacher and 43 percent had an increase in the education level of their director.

For classrooms that had their rating decrease, we looked the area where they had about a three point on average, Family Partnerships, for all classrooms rerated during this time period. By area these were:

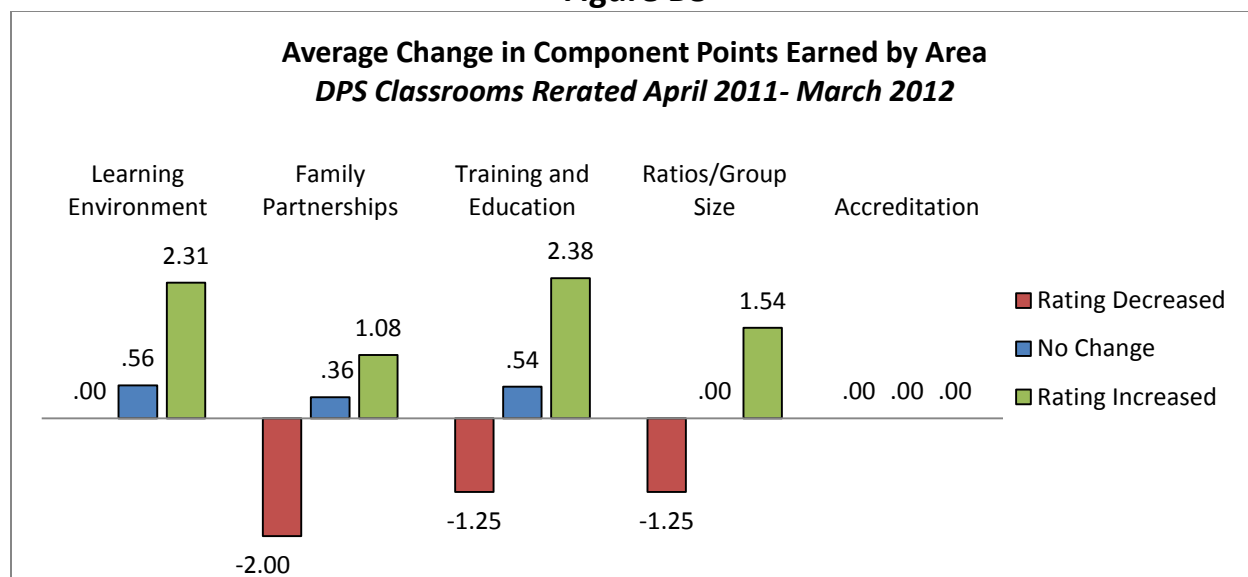
1. Family Partnerships

Seventy-one percent of classrooms received fewer points (4.12 points lost on average) based upon their family questionnaire and twelve percent also lost points for their documentation checklist. Both the questionnaire and the documentation checklist are described above.

By Provider Type

It is also worth looking at whether there were any differences in how scores changed based on whether they were classrooms at DPS or community sites. Figure B8 shows the average change in each area for DPS sites.

Figure B8



Looking at all DPS classrooms rerated during this time period in Figure B8, classrooms that saw a decrease in their rating points did so in the areas of Family Partnerships (-2.00), Training and Education (-1.25) and Ratio/Group Size(-1.25). For classrooms that had an increase in their rating, the areas of the highest point gain were Training and Education (2.38) and Learning Environment (2.31 points), followed by Ratios/Group size (2.2 points on average). Classrooms that had no change to their star rating had under 1.0 change in any area.

Similarly, Figure B9 looks at the results for community classrooms.

Figure B9

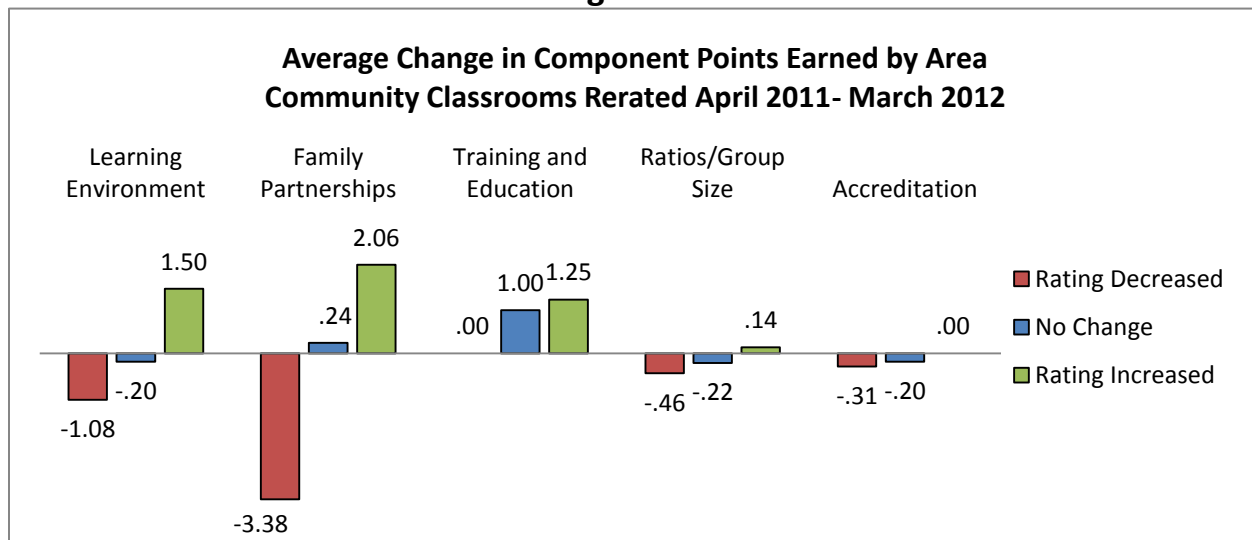


Figure B9 looks at community classrooms rerated during this time period. Community classrooms that decreased their rating lost the highest number of points on average in Family Partnerships (-3.38) and to a lesser extent in Learning Environment (-1.08). Conversely, community classrooms that increased their rating had the highest gains in Family Partnerships (2.06), followed by Learning Environment and Training and Education, where there was a 1.50 and 1.25 average point gain respectively. For community classrooms that had their star rating stay the same, there was minimal point change on average in most areas and a 1.00 average point increase in Training and Education.

Conclusion

Overall, the improvements in the quality of classrooms who participate in the Denver Preschool Program continues to be positive this year and reflects an emerging positive trend over the past three years for DPP sites have gone through the rerating process. The overall increased scores and ratings in the past three years indicate that the Denver Preschool Program's emphasis on and support of quality improvement is having a positive impact on the quality of preschool classrooms available to Denver families.

Appendix C: 2011-12 Parent Survey

Denver Preschool Program (DPP) Survey

Thank you for completing this survey on the Denver Preschool Program (DPP).

All survey responses will be kept confidential.

The survey will take no more than 20 minutes to complete.

1. What benefits do you hope your child will receive by being enrolled in preschool?

Please select the **2 MOST IMPORTANT** benefits

- | | |
|--|---|
| <input type="checkbox"/> Develop their ability to interact with other children | <input type="checkbox"/> Experience a creative environment |
| <input type="checkbox"/> Develop their ability to interact with adults | <input type="checkbox"/> Experience challenges |
| <input type="checkbox"/> Learn academic skills and concepts | <input type="checkbox"/> Experience a broad range of activities |
| | <input type="checkbox"/> Identify developmental issues |
| | <input type="checkbox"/> Other: _____ |

2. Parents may have many reasons for enrolling their child in a particular preschool.

Please select the **2 MOST IMPORTANT** factors that you considered as you selected a preschool for your child.

- | | |
|--|---|
| <input type="checkbox"/> Convenient location | <input type="checkbox"/> Impression during site visit |
| <input type="checkbox"/> Cost of tuition | <input type="checkbox"/> Particular curriculum or philosophy: _____ |
| <input type="checkbox"/> Reputation of quality | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Hours of operation/schedule | |

2a. If you selected 'Reputation of quality' in question #2, which of the following did you use to determine preschool reputation? (select all that apply)

- ☐ Qualistar rating
- ☐ Accreditation status (National Association for the Education of Young Children- NAEYC)
- ☐ Personal recommendation(s)
- ☐ Perception of quality in the community
- ☐ Other: _____

3. Do you know the Qualistar rating of the preschool where your child is enrolled? (select one)

- ☐ Yes, I know it ☐ No, I don't know it

4. Does the preschool where your child is enrolled have NAEYC accreditation? (select one)

- ☐ Yes ☐ No ☐ I don't know

5. Did you visit this particular preschool before making an enrollment decision? (select one)

- ☐ Yes ☐ No (skip to question 6)

5a. If yes to question #5, please select the **4 MOST IMPORTANT qualities that you looked for when you visited the preschool and **RANK** them from 1 to 4 (1= Most Important)**

- | | |
|--|-------|
| 1) Friendly and knowledgeable leadership | _____ |
| 2) Qualified teachers (e.g., experienced, certified) | _____ |
| 3) Positive Interactions between students and teachers | _____ |
| 4) High quality facility, materials, and/or equipment | _____ |
| 5) Safety | _____ |
| 6) Substantial parent involvement | _____ |
| 7) Diversity (of students and/or staff) | _____ |
| 8) Class size or student-to-staff ratio | _____ |
| 9) Other: _____ | _____ |

6. Please indicate whether the following statements are true for your family: (select yes or no for each statement)

- | | | |
|---|------------------------------|-----------------------------|
| • Preschool makes it possible for parents (one or both) in this family to work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Preschool makes it possible for parents (one or both) in this family to work longer hours | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Preschool makes it possible for parents (one or both) to attend school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Preschool provides parents (one or both) with some free time | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

7. How did you first hear about the Denver Preschool Program (DPP)? (select one)

- | | |
|--|---|
| <input type="checkbox"/> DPP staff member | <input type="checkbox"/> Print media (newspaper, mail) |
| <input type="checkbox"/> Preschool staff member | <input type="checkbox"/> Broadcast media (radio, TV) |
| <input type="checkbox"/> Friend | <input type="checkbox"/> Website: _____ |
| <input type="checkbox"/> Family member | <input type="checkbox"/> Preschool Matters Ballot Initiative |
| <input type="checkbox"/> Employer: _____ | <input type="checkbox"/> One of my other children participated in DPP |
| <input type="checkbox"/> Community presentations or literature
(at school/college, church, local event,
recreation center) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Doctor's office/health clinic | <input type="checkbox"/> I do not recall |

8. What have you heard about the Denver Preschool Program (DPP)? (select all that apply)

- ☐ That it provides access to preschool for 4 year olds in Denver
- ☐ That it helps improve preschool quality
- ☐ That it gives a tuition credit to all families based on income
- ☐ That it was approved by voters as part of a ballot initiative
- ☐ That it will need to be approved by voters every 10 years
- ☐ Other: _____

9. Where do you think the money comes from to support DPP? (select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> The federal government | <input type="checkbox"/> Local property tax |
| <input type="checkbox"/> The state government | <input type="checkbox"/> Denver Public Schools (DPS) |
| <input type="checkbox"/> Local sales tax | <input type="checkbox"/> None of the above |

10. What is your understanding of the relationship between the Denver Preschool Program (DPP) and

Denver Public Schools (DPS)? (select all that apply)

- ☐ The Denver Preschool Program (DPP) offers tuition credits for families to help pay for children to attend preschool, including preschool at Denver Public Schools (DPS)
- ☐ Denver Public Schools (DPS) funds the Denver Preschool Program (DPP)
- ☐ The Denver Preschool Program (DPP) is only available in Denver Public Schools (DPS)
- ☐ The Denver Preschool Program (DPP) provides quality improvement support for preschools including Denver Public Schools (DPS) to improve preschool quality
- ☐ The Denver Preschool Program (DPP) is the name of the preschool education provided by Denver Public Schools (DPS)

11. What source helped you the MOST when you enrolled your child in the Denver Preschool Program (DPP)?

(select one)

- | | |
|---|--|
| <input type="checkbox"/> DPP staff member | <input type="checkbox"/> Website: _____ |
| <input type="checkbox"/> Preschool staff member | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Friend/acquaintance | <input type="checkbox"/> I did not need any help |
| <input type="checkbox"/> Family member | |

12. Did you apply to the Denver Preschool Program (DPP) directly or through Denver Public Schools (DPS)? (select one)

- ☐ Directly to the Denver Preschool Program (DPP)
☐ Through the Denver Public Schools (DPS)
☐ Both to DPP directly and through DPS independently

12a. How easy was the application process to complete? (circle one)

Very difficult Very easy
1 2 3 4

12b. Did you ask DPP staff for assistance as you completed the application process? (select one)

- ☐ Yes ☐ No (skip to question 12c)

12bi. If yes to question #12b, how would you rate the quality of assistance you received? (circle one)

Poor Excellent
1 2 3 4

12c. After applying to DPP, how soon did you receive notification that your child was approved? (select one)

- ☐ Less than a week
☐ 1-2 weeks
☐ 3-4 weeks
☐ A month or more

13. If the DPP tuition credit was NOT available, would you have enrolled your child in preschool anyway? (select one)

- ☐ Yes
☐ Yes, but not in the same preschool
☐ No

14. Did the availability of the DPP tuition credit influence which preschool you selected? (select one)

- ☐ Yes
☐ No (skip to question 14b)

14a. If yes to question #14, how important was the tuition credit in your preschool selection decision? (circle one and then skip to question #15)

Not very important Very important
1 2 3 4

14b. If no to question #14, would a larger tuition credit have influenced you to enroll your child in a different preschool? (select one)

- ☐ Yes
☐ No (skip to question 15)
☐ I don't know (skip to question 15)

14bi. If yes to question 14b, what monthly tuition credit amount would have influenced you to enroll your child in a different preschool?

\$_____ per month

15. Did the availability of the DPP tuition credit increase the number of hours that your child attends preschool? (select one)

- ☐ Yes ☐ No

16. Was your child enrolled in preschool or daycare prior to this school year? (select one)

- ☐ Yes ☐ No

16a. If yes to question #16, please specify the name of the prior preschool/daycare and the city where it is located (include your current preschool/daycare if your child was enrolled there in the previous year).

Preschool/daycare name: _____

City: _____

17. As long as your family's situation stays the same, do you expect that the DPP tuition credit will help you to keep your child continuously enrolled for the entire school year? (select one)

☐ Yes ☐ No

18. If money to fund the DPP program was limited, which of the following two options would you prefer? (select one)

☐ To receive a reduced tuition credit for a full 12 months

☐ To receive your current tuition credit for 9 months

19. How many people (including you) reside in your household?

20. How many children (under 18) reside in your household?

21. What language is primarily spoken in your home? (select one)

☐ English

☐ Vietnamese

☐ Mandarin

☐ Spanish

☐ Korean

☐ Other: _____

☐ Arabic

☐ Somali

22. If this survey were conducted online, would it be easier for you to complete? (circle one)

Yes No

23. If you would be willing to participate in a follow-up survey in the future, please provide your email address and/or phone number.

Email address: _____

Phone #: _____

Thank you for completing the Denver Preschool Program Survey!

Please use the pre-addressed stamped envelope to return the survey or mail the survey to:

Augenblick, Palaich and Associates
Attn: Kathryn Rooney
1120 Lincoln Street, Suite 1101
Denver, CO 80203

Your \$25 gift card will be sent to you when we receive your completed survey.

Please select which gift card you would prefer:

☐ King Soopers

☐ Walmart

Appendix D: 2011-12 Provider Survey – Community Sites

Denver Preschool Program (DPP) Survey

Thank you for volunteering to complete this survey on the Denver Preschool Program (DPP).

All survey responses will be kept completely confidential.

We estimate that the survey will take no more than 20 minutes to complete.

1. Provider/agency name if applicable (e.g., DPS, Catholic Charities, Family Star): _____

2. Preschool site name and street address: _____

3. Your name: _____

4. What is your current job title at this preschool site? _____

a. How long have you been employed in your current position at this preschool site? _____

5. How would you characterize the preschool's curriculum? (select all that apply)

<input type="checkbox"/> Creative Curriculum	<input type="checkbox"/> DPS Curriculum
<input type="checkbox"/> High Scope	<input type="checkbox"/> Project Approach
<input type="checkbox"/> Montessori	<input type="checkbox"/> No specific curriculum, play-based
<input type="checkbox"/> Reggio Emilia	<input type="checkbox"/> Other: _____

6. Why did your preschool opt to enroll in DPP? (select all that apply)

<input type="checkbox"/> Funding for quality rating	<input type="checkbox"/> DPP will ease the financial burden on families
<input type="checkbox"/> Coaching support	<input type="checkbox"/> As part of larger organizational decision
<input type="checkbox"/> Professional development funds	<input type="checkbox"/> Do not remember
<input type="checkbox"/> Financial assistance with materials & equipment	<input type="checkbox"/> Other: _____
<input type="checkbox"/> DPP will improve access to preschool	

7. If you personally completed the DPP application, how easy was the application to complete? Very difficult 1 2 3 Very easy 4 N/A

(circle one or select not applicable)

8. Has DPP affected your preschool's enrollment numbers? ☐ Yes ☐ No ☐ I do not know

a. If yes to question #8, please indicate the number of new children who enrolled or left as a result of DPP.

<u># of new children</u>	<u># of children leaving</u>
• Infants and Toddlers (0-36 months)	_____
• Preschool (3-5 years)	_____

9. Since your preschool first enrolled in DPP, has there been an increase in the number of parents interested in enrolling their children in your preschool? ☐ Yes ☐ No ☐ I do not know

10. Has DPP affected the number of hours that children enroll in your preschool?

☐ Yes

☐ No

☐ Do not know

a. If yes to question #10, please indicate the number of children who have increased or decreased their hours as a result of DPP.

of children increasing hours

of children decreasing hours

• Infants and Toddlers (0-36 months)

• Preschool (3-5 years)

11. How would you rate DPP's efforts to inform parents about the availability of tuition credits? (circle one)

Poor

1

2

3

Excellent

4

12. How would you rate DPP's efforts to inform parents about its quality improvement process? (circle one)

Poor

1

2

3

Excellent

4

13. Parents have many reasons for enrolling their child in a particular preschool.

Please select the 2 MOST IMPORTANT factors that you believe parents consider as they select a preschool for their child.

☐ Convenient location

☐ Cost of tuition

☐ Reputation of quality

☐ Hours of operation/schedule

☐ Impression during site visit

☐ Particular curriculum or philosophy

☐ Other: _____

14. Which of the following do you believe the majority of parents use to determine a preschool's reputation? (select all that apply)

☐ Qualistar rating

☐ Accreditation status (National Association for the Education of Young Children- NAEYC)

☐ Personal recommendation(s)

☐ Perception of quality in the community

☐ Other: _____

15. How strongly do you agree with the following statement?

"In general, parents can accurately determine preschool quality." (circle one)

Strongly

disagree

1

2

3

Strongly

agree

4

16. Please select the 4 MOST IMPORTANT qualities that you believe parents look for during a preschool site visit and RANK them from 1 to 4 (1= Most Important)

1) Friendly and knowledgeable leadership

2) Qualified teachers (e.g., experienced, certified)

3) Positive interactions between students and teachers

4) High quality facility, materials, and/or equipment

5) Safety

6) Substantial parent involvement

7) Diversity (of students and/or staff)

8) Class size or student-to-staff ratio

9) Other: _____

17. Has your preschool recruited parents to apply for the DPP tuition credits? ☐ Yes ☐ No (skip to question 18)
- a. If yes to question #17, what parent recruitment activities has your preschool engaged in? (select all that apply)

- ☐ Discussion at parent meetings ☐ Individual assistance for parents with applications
- ☐ Distribution of printed information on-site ☐ Other: _____
- ☐ Individual encouragement for parents to apply

- b. If yes to question #17, since the beginning of this school year, how much time has your preschool staff spent per month recruiting parents to apply to DPP? (select one)
- ☐ 0-5 hours ☐ 6-10 hours ☐ 11-15 hours ☐ More than 15 hours

18. How much time does your preschool staff spend per month completing DPP attendance paperwork? (select one)
- ☐ 0-5 hours ☐ 6-10 hours ☐ 11-15 hours ☐ More than 15 hours

19. From your perspective, how smoothly do you think the DPP enrollment process works for parents? (circle one)
- | <u>Not smoothly</u> | | <u>Very smoothly</u> | |
|---------------------|---|----------------------|---|
| 1 | 2 | 3 | 4 |

20. How smoothly is the DPP tuition credit payment process working for your preschool? (circle one)
- | <u>Not smoothly</u> | | <u>Very smoothly</u> | |
|---------------------|---|----------------------|---|
| 1 | 2 | 3 | 4 |

21. Does the preschool receive the DPP tuition credits in a timely manner? (circle one)
- | <u>Rarely</u> | | <u>Always</u> | |
|---------------|---|---------------|---|
| 1 | 2 | 3 | 4 |

22. How comfortable do you feel explaining to parents how DPP tuition credit amounts are determined? (circle one)
- | <u>Not comfortable</u> | | <u>Very comfortable</u> | |
|------------------------|---|-------------------------|---|
| 1 | 2 | 3 | 4 |

23. Have you asked for any administrative assistance from DPP within the last 12 months? ☐ Yes ☐ No (skip to question 24)

- a. If yes to question #23, what type of assistance did you request?
- _____
- _____

- b. If yes to question #23, how useful was the assistance? (circle one)
- | <u>Not useful</u> | | <u>Very useful</u> | |
|-------------------|---|--------------------|---|
| 1 | 2 | 3 | 4 |

24. Has your preschool taken advantage of the DPP quality improvement process and resources? ☐ Yes ☐ No (skip to question 25)

- a. If yes to question #24, which component of DPP's quality improvement process was the MOST helpful for improving the quality of your preschool? (select one)
- ☐ Professional development and training
- ☐ Coaching support
- ☐ Financial assistance with materials & equipment
- ☐ Funding for quality rating

25. Has your preschool participated previously in a quality improvement process (outside of DPP)?

☐ Yes ☐ No ☐ I do not know

a. If yes to question #25, how long did the preschool participate? (select one)

☐ Less than a year
☐ 1-2 years
☐ 3-5 years
☐ More than 5 years

b. If yes to question #25, who sponsored the quality improvement process? (select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Denver Early Childhood Council | <input type="checkbox"/> Mayor's Office for Education and Children |
| <input type="checkbox"/> Mile High United Way | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Buell Foundation | <input type="checkbox"/> Do not know |
| <input type="checkbox"/> School Readiness (House Bill 1238) | |

26. Has your preschool staff received any coaching from DPP?

☐ Yes ☐ No (skip to question 27)

a. If yes to question #26, how beneficial was the coaching overall? (circle one)

<u>Not beneficial</u>		<u>Very beneficial</u>	
1	2	3	4

b. If yes to question #26, how beneficial was the coaching for improving each of the following components?

(Circle one for each component that your preschool received. Skip components that are not applicable)

	<u>Not beneficial</u>		<u>Very beneficial</u>	
	1	2	3	4
• Authentic Assessment: A Powerful Tool to Make Connections with Children and Families	1	2	3	4
• Reflective Leadership (Family Child Care Providers)	1	2	3	4
• Instructional Leadership (Supporting Center-Based Administrators as the Gate Keepers of Quality)	1	2	3	4
• Supporting Young Readers and Writers	1	2	3	4
• Making Science and Math an Everyday Happening	1	2	3	4
• Partnering with Families in a Changing World	1	2	3	4
• Technical Assistance and Qualistar Rating Preparation	1	2	3	4
• Classroom Assessment Scoring System	1	2	3	4

27. Do you believe the most recent quality ratings that your preschool received to be accurate assessments of the preschool's quality?

- | | | | |
|--|------------------------------|-----------------------------|---|
| • Qualistar | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not applicable |
| • National Association for the Education of Young Children (NAEYC) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not applicable |
| • National Association for Family Child Care (NAFCC) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not applicable |

a. If your preschool has a Qualistar rating, please explain why you believe the rating was or was not an accurate assessment of the preschool's quality.

28. To what extent has the presence of DPP encouraged you to improve the quality of your preschool program? (circle one)

<u>Not at all</u>		<u>To a great extent</u>	
1	2	3	4

29. Has your preschool made any significant changes as a result of participating in DPP?

☐ Yes

☐ No (skip to question 30)

a. If yes to question #29, what types of changes have been made? (select all that apply)

- ☐ Increased number of staff
- ☐ Increased number of infant/toddler classrooms
- ☐ Increased number of preschool classrooms
- ☐ Increased hours of operation
- ☐ Decreased number of staff
- ☐ Decreased number of infant/toddler classrooms
- ☐ Decreased number of preschool classrooms
- ☐ Decreased hours of operation

- ☐ Modified curriculum
- ☐ Modified professional development
- ☐ Modified hiring standards
- ☐ Other: _____

30. What is your biggest operational concern about DPP? (select one)

- ☐ No operational concerns
- ☐ The time/effort to recruit parents
- ☐ The time/effort to manage the tuition credit process
- ☐ The time/effort to track attendance

- ☐ The time/effort to prepare for the rating process
- ☐ Fairness/accuracy of the rating process
- ☐ The time/effort for parents to enroll in DPP
- ☐ Other: _____

31. What is your biggest policy concern about DPP? (select one)

- ☐ No policy concerns
- ☐ DPP may draw attention away from 0-3 education
- ☐ Parents may transfer their child for the final year of preschool

- ☐ DPP may affect the preschool marketplace
- ☐ There is a lack of public awareness about DPP
- ☐ Other: _____

32. How effectively does DPP work for the families it serves? (circle one)

Not effectively Very effectively
1 2 3 4

33. How effectively does DPP work for families whose primary language is not English? (circle one)

Not effectively Very effectively
1 2 3 4

34. To what extent do you believe that DPP is accomplishing its goal of providing quality preschool to Denver children? (circle one)

Not at all To a great extent
1 2 3 4

a. Please explain why you believe DPP is or is not accomplishing its goal of providing quality preschool to Denver children.

35. Where do you think the money comes from to support DPP? (select all that apply)

- ☐ The federal government
- ☐ The state government
- ☐ Local sales tax
- ☐ Local property tax
- ☐ Denver Public Schools (DPS)
- ☐ None of the above

36. Do you have any suggestions for improving DPP in the future?

Thank you for completing the Denver Preschool Program Survey!

**Please use the pre-addressed stamped envelope to return the survey
or mail the survey to:**

Augenblick, Palaich and Associates
Attn: Kathryn Rooney
1120 Lincoln Street, Suite 1101
Denver, CO 80203

**Your \$25 gift card from The Bookies (Denver bookstore) will be sent to you
when we receive your completed survey.**

Appendix E: Data Collection Methods

During the first 14 months of the Denver Preschool Program (DPP) operations (beginning in November 2006), the program's emphasis was on building the administrative and operational capacity. Staff and contractors were hired and worked together to develop procedures for processing parent and preschool applications.

In the 2007-2008 school year, the first-year for the program, the number of providers that enrolled was limited and the first sites were not approved until early in 2008. As a consequence, families receiving tuition credits were concentrated in a small number of DPP-approved sites. For these reasons, in the 2007-08 year, APA modified its procedures for collecting information and relied on face-to-face meetings, telephone interviews, and small focus groups of parents and providers.

DPP's "second school year," from August 1, 2008, through July 31, 2009, the evaluation team was able to gather data about the program from the full range of parent and provider sources, relying more heavily on surveys and less on face-to-face focus group meetings and telephone interviews with parents and providers.

The data collection strategies used in 2008-09 were continued into the 2009-10, the 2010-11 and the 2011-12 school years. For the 2011-12 school year, four full years of collected parent and provider survey data allows APA to present trends in the survey results. For the purpose of presenting the data, the 2007-08 school year is referred to as 2008; the 2008-09 school year is referred to as 2009; the 2009-10 school year is referred to as 2010; the 2010-11 school year is referred to as 2011, and the 2011-12 school year is referred to as 2012.

In 2012, information was obtained from surveys, analysis of DPP enrollment data and provider data. The evaluation team analyzed 161 completed surveys from a sample of parents and 57 completed surveys from a sample of DPS, community-based, and home-based preschools. Providers were able to complete surveys online or on paper. Spanish language versions of the surveys were made available.

Appendix F: Description of the Sample of Families and Providers

Description of Family Sample

DPP enrolls children on a year-round cycle, and thus the number and demographics of DPP children are constantly changing. The data presented in this section represents children enrolled in DPP as of October 14, 2011, which is when the sample of families to be surveyed was drawn. For an explanation of how particular descriptions were coded into categories such as ethnicity, see Appendix G.

Table D1 portrays the breakdown of children by ethnic and family income tier. As in prior years, approximately half of the children enrolled in DPP were Hispanic. In contrast to 2010-11 when about 10 percent of families did not report income, in 2011-12 only 7 percent of families did not report their income. Consistent with 2010-11, in 2011-12 nearly three-quarters (72 percent) of DPP families reported incomes of \$47,000 or less, compared with slightly more than half in the 2009-10 survey.

Table D1

All 2012 DPP Families by Income Tier and Child's Ethnicity						
	Income tier					
Child's ethnicity	Up to \$21,200	\$21,201-\$47,700	\$47,701-\$72,080	More than \$72,080	Not Reported	Totals
Black	407	158	39	21	23	648
Hispanic	1553	883	114	56	84	2690
White	161	225	204	517	227	1334
Other	186	101	56	60	33	436
Not Reported	12	4	1	2	1	20
Totals	2319	1371	414	656	368	5128

The 2012 survey sample was drawn from the population described in Table D1. APA sent surveys to all of the parents of the children who were assessed by Clayton Early Learning as part of the child outcomes study. In addition, APA sent surveys to a supplemental sample of 22 additional parents in order to ensure results were representative of the DPP population. By adding these 22 parents to the surveyed total the sample was broadly representative of the population by income, child's ethnicity, home language, and the Qualistar ratings of preschools where the children were enrolled.

In 2012, APA sent surveys to a total of 221 parents, and received 161 completed surveys from these parents. This was a comparable response rate (73 percent) to previous years. Table D2 shows the returned parent surveys broken down by ethnicity and income level.

Table D2

2012 Returned DPP Surveys by Income Tier and Child's Ethnicity						
	Income tier					
Child's ethnicity	Up to \$21,200	\$21,201-\$47,700	\$47,701-\$72,080	More than \$72,080	Not Reported	Totals
Black	6	4	2	0	0	12
Hispanic	41	16	2	2	1	62
White	6	12	15	30	9	72
Other	2	2	3	5	2	14
Not Reported	0	0	0	1	0	1
Totals	55	34	22	38	12	161

Description of Provider Sample

DPP continues to recruit and enroll preschool providers on an ongoing basis. The data presented in this section represents preschools that were enrolled in DPP as of September 26, 2011, at which time the sample of providers to be surveyed was drawn.

Table D3 categorizes these preschool sites by type of provider, total number of classrooms, total number of DPP classrooms and Qualistar rating. DPS preschools represent 32 percent of all DPP preschool sites. Of the non-DPS (community) sites, 12 percent were home-based and the rest were center-based sites. These proportions are similar to those in 2011. As in the past two years, approximately 75 percent of the preschool sites in 2012 had between one and five classrooms. Approximately 6.2 percent of DPP sites in 2012 did not have a Qualistar rating. This percent is down about 11 percent in 2011 and 16 percent in 2010. Among the sites that were rated, 23 percent earned a 4-star rating and 58 percent earned a 3-star rating.

Table D3

2012 All DPP Preschool Sites	
Provider Type	
DPS	81
Community Center-Based Sites	155
Community Home-Based Sites	21
Total Number of Classrooms	
1 or 2 classrooms	105
3-5 classrooms	90
6-9 classrooms	44
10 or more classrooms	18
Number of DPP Classrooms	
1 classroom	106
2 classrooms	72
3-5 classrooms	67
6 or more classrooms	12
Star Rating	
1 or 2 stars	33
3 stars	149
4 stars	59
Scheduled or In-Process	5
Provisional	2
Intro to Quality	9
Grand Total	257

The preschool survey sample was drawn from the distribution of preschools described in Table D3. This sample was stratified according to provider type, number of total classrooms, star ratings, and location (zip code). In October 2011, there were 10 providers enrolled in DPP that managed more than one preschool site, encompassing 81 preschools. We sent surveys to 13 of these preschools.

Of the 100 preschools surveyed, 57 returned surveys, for a response rate of 57 percent, slightly down on 2011 (66 percent). Both the surveyed preschools and the preschools that returned surveys were representative of the overall population of DPP preschools. Table D4 presents the distribution of preschools that returned surveys.

Table D4

2012 All Returned Surveys- Numbers	
Provider Type	
DPS	23
Community Center-Based Sites	24
Community Home-Based Sites	10
Total Number of Classrooms	
1 or 2 classrooms	22
3-5 classrooms	21
6-9 classrooms	10
10 or more classrooms	4
Number of DPP Classrooms	
1 classroom	21
2 classrooms	12
3-5 classrooms	19
6 or more classrooms	5
Star rating	
1 or 2 stars	8
3 stars	32
4 stars	11
Scheduled or In-Process	4
Provisional	1
Intro to Quality	1
Grand Total	57

Appendix G: Description of Demographic Recoding

Coding of Child's Ethnicity	
Coded Ethnicity Category	Included in Category
Black	African American; Black
Hispanic	Hispanic
White	White; white (Not of Hispanic origin); white (not Hispanic)
Other	Other; Asian or Pacific Islander; American Indian or Alaska Native; Multi; Mayan Indian; Bi-Racial; Indian; Pakistan; Mixed Race; "Any combination of more than one ethnicity such as Black/White"
Ethnicity Not Reported	Not provided; "Missing data"

Coding of Home Language	
Coded Home Language Category	Included in Category
English	English; Mostly or only English; "Any combination of 2 or more languages beginning with English, such as English/Arabic"
Spanish	Spanish; "Any combination of 2 or more languages beginning with Spanish, such as Spanish/English"
Other	Not Reported, Not Provided, Not Selected; Arabic; Ana; Dina; Amharic; Oromo; Tigrina; Other; Kirundi, Mandingo; Somali; Oromic; Fulani; Ameharic; Portuguese; Vietnamese; Amahaic; Somali Jez Gora; Another language and English equally; French; Russian; Chinese; Malayalam; Hmong; Mongolian; Koren; Karen; Korean; Irsil; Chindi; Ardu; "Any combination of 2 or more languages that does not begin with English or Spanish"
These codes are based on the assumption that parents are most likely to list their primary home language first in a list of more than one language. This does not mean that it is the only language spoken at home.	