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An Evaluation of the Denver Preschool Program 2013-2014

Prepared for
The Denver Preschool Program

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Executive Summary

The Denver Preschool Program (DPP) was approved by voters in 2006 to encourage families to enroll their 4-year-old children in quality preschool programs so that the children would be prepared to enter kindergarten ready to learn and increase the likelihood of their success in kindergarten and beyond. Since its first year of operation during the 2007-2008 school year, DPP has made significant progress toward these goals. In 2014, DPP achieved the following milestones:

- A total of 175 providers, operating at 252 sites, served as approved DPP providers.
- A total of 5,412 children in the 2013-2014 school year received approval for DPP tuition credits.
- Of the 252 sites, 207 have Qualistar ratings of 3 or 4 stars, the two highest ratings.
- The vast majority of DPP students attended top rated classrooms. In 2013-2014, over 92 percent of DPP students attended a 3- or 4-star classroom.
- In 2014, a total of 146 classrooms at 46 sites completed the re-rating process, bringing the total number of classrooms re-rated since 2010 to 701.

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

- **DPP continues to provide high quality preschool to a majority of 4-year olds in Denver**, serving around 5,000 children each year.
- DPP continues to have a **positive impact on preschool quality** in Denver. Over 82 percent of DPP sites are rated as 3- or 4-star programs, and providers continue to rate highly the quality improvement supports offered by the program, especially the areas of professional development and training.
- Parents are focused on **teacher qualifications** and **positive teacher-child interactions** when considering a preschool for their child. In determining a preschool's reputation of quality, parents are more likely to rely on recommendations from people they know, and on broader community perceptions, than on the Qualistar Rating™.
- The **DPP tuition credit has a significant impact on the number of children enrolled in preschool** in Denver. This effect is greatest for lower income families. The tuition credit also has an impact on the number of parents able to work, to work longer hours, or attend school. Again, this impact was greatest for lower income families, and for children from black or Hispanic families.
- Parent's first **knowledge about DPP comes primarily from personal relationships** and experiences, such as from fellow parents. However, parents also hear about the program from preschool staff members, DPP staff, and the community, highlighting the importance of utilizing all these communication avenues.
- Parents and providers continue to **lack accurate information about where DPP funding comes from**, the reauthorization process, the relationship between DPP and Denver Public Schools, and how the DPP tuition credit is determined.



- **DPP operations continue to run fairly smoothly**, with providers indicating very few operational or policy concerns. They also report that tuition payments are received in a timely manner. Parents report that the length of time they are waiting for notification of DPP approval continues to decrease.



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I. Description of the Denver Preschool Program

In 2006, Denver voters approved a dedicated sales tax to fund the creation of the Denver Preschool Program (DPP). Since then, DPP has made high quality preschool possible for nearly 32,000 young children. Tuition support, available to all Denver families with a 4-year-old regardless of income or neighborhood, is scaled to family income, the quality of the school selected, and participation level. Families with lower incomes who choose higher quality programs receive more tuition support.

Since its beginning, DPP has invested in measuring and improving the quality of Denver's preschool programs, recognizing the importance of high-quality programs in giving children a solid start. DPP rates all classrooms for quality and funds quality improvement activities that include coaching for teachers, professional development opportunities including college coursework, and classroom learning materials. Families can choose from more than 250 licensed, high quality preschool options across the city. These include home, faith and community-based centers, and family childcare homes as well as Denver Public Schools classrooms.

Theory of Action

A robust body of evidence shows high quality preschool helps all children, but particularly those at risk for school failure, enter kindergarten with the skills needed to be successful learners.¹ When children are ready to learn in kindergarten, they are more likely to read on grade level by third grade, be reading to learn in fourth grade, and graduate high school on time. DPP ensures every Denver 4-year-old has access to high quality preschool and works to continuously improve the quality of preschool programs in Denver. The underlying theory of action behind the program is summarized as follows:²

- Tuition credits offset preschool costs for families, making it more likely that their children will participate in preschool and attend regularly.
- Students that attend high quality preschools are more likely to develop the skills and knowledge they need to be successful in kindergarten and beyond.
- Financial investments in provider quality coupled with financial incentives for families to enroll in higher quality schools will improve the overall quality of Denver's preschool system.

¹ See, for example Yoshikawa, H. et al. (2013) *Investing in Our Future: The Evidence Base on Preschool Education*. Ann Arbor, MI: Society for Research in Child Development; New York: Foundation for Child Development. Available at: [http://fcd-us.org/sites/default/files/Evidence Base on Preschool Education FINAL.pdf](http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf)

² In the Evaluation Reports prior to 2012, 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 2011-12 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.



Program Design

DPP provides several different types of support to encourage families to enroll their children in preschool and to encourage preschool providers to improve the quality of their services.

Tuition Credits

The DPP tuition credit is available to all Denver residents who enroll their child in a qualified preschool program the year before kindergarten. The credit value is on a sliding scale and is determined by the following factors:

1. The **quality level of the school**;
2. A family's **income level and size**; and
3. The child's participation level – **extended-time, full-time, or part-time**.

The largest credit will go to the lowest income child attending the highest quality school on an extended-time schedule.

To obtain the credit, a Denver family chooses a participating DPP preschool and submits an application to verify the residency and age per DPP requirements. Once the child is approved, DPP determines income and the participation level to calculate the full value of the credit. The preschool submits monthly attendance reports for the DPP children and the credit is paid directly to the provider to offset the family's tuition bill. DPP dollars are the "last dollars in" which means that DPP dollars can be combined with other funding and that a provider cannot receive more tuition than their listed rate.

Quality Rating and Improvement

To be designated a DPP preschool; a 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.

All DPP preschools are rated for quality. DPP provides financial support to offset the cost of program and classroom rating. Additionally, DPP works with the providers to help improve their quality ratings through a quality improvement credit system. DPP provides preschools with an annual credit allowance based on need and those credits can be exchanged for professional development, coaching, or classroom materials. Providers are rerated on a regular basis. See Appendix G for more detail on the rating process.

DPP Organization and Staffing

DPP is a four-person 501(c)3 nonprofit organization. Staff consists of a President and CEO, a Director of Operations, a Director of Quality Initiatives, and a Director of Outreach. DPP is overseen by a Board of Directors. With the exception of one City Council member, all Directors are appointed by the Mayor. DPP is required to provide status reports to the Denver Office of Children's Affairs, a Denver city agency, as well as the City Council annually.

To achieve a number of operational and policy objectives, DPP subcontracts with the following organizations:



- **Metrix Advisors** 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.
- **Qualistar Colorado™** and **Clayton Early Learning** conduct quality assessments and assist DPP with implementation of its classroom rating system.
- **The Flahive Group** provides DPP with quality assurance support.
- The **Denver Early Childhood Council** coordinates DPP's quality improvement credits and oversees the annual provider MOU and renewal process.
- **Augenblick, Palaich and Associates (APA)** completes an annual evaluation of DPP, subcontracting with the **Clayton Early Learning Institute** to assess student progress.
- A number of public relations consultants assist with advertising, program outreach, and other services.



II. Status of DPP in 2013-14³

Number of Children

The process for participating in the Denver Preschool Program is as follows:

1. Families with children in the year before kindergarten **apply** to DPP for their child to attend preschool at a DPP approved site.
2. DPP must **approve** the child's participation in the program at an approved DPP preschool site.
3. Children who are approved can then **participate** in the program and the site is authorized to receive payment from DPP once the child starts attending.

These steps create three levels at which a child-count can be taken: 1) the number of children applying; 2) the number of children approved, and 3) the number of children who actually participate in the program and receive tuition credits.⁴ The numbers in Figure 1 relate to how many children were 'approved' by DPP in 2014 and for historical years, rather than the number that may have actually participated in a DPP approved preschool program.

As shown in Figure 1, the number of children approved to receive the Denver Preschool Program tuition credit remained fairly constant in 2013-14 with 5,412 children approved. The total number of preschool providers has also remained constant over the years, with 175 providers in 2014, providing services at 252 sites (see Table 2 for most recent provider data). Seventy percent of DPP children received services at 80 Denver Public Schools (DPS) sites, while 29 percent received services from 148 center-based sites and one percent from 11 home-based sites. Another one percent were enrolled in both DPS and community sites during different times of the day.⁵ Figure 1 shows the number of approved DPP students by school year over the duration of the program.

³ APA surveys providers and parents in the Fall. Therefore information on approved children and their families and DPP providers that is used throughout this report is taken in October of the report year. However, additional children are approved throughout the year and therefore the total approved figures used in Figure 1 reflect that final number for the year, rather than the October/November figure that is used in the survey analysis included in this report.

⁴ In certain evaluation studies it is necessary to ensure that the students included in the study received a minimal dosage of a DPP approved preschool. In these cases a minimum number of months that the child attended the preschool will be set. This would likely further reduce the number of DPP preschoolers participating and reported in the study.

⁵ For the 2013-14 school year, 32 children were enrolled in two different providers each with different ratings and these children are not included in this analysis. Another 46 students were enrolled in two different preschools, which each had the same rating. These 42 students were included in the analysis. The individual numbers do not equal the total student count as those with missing data such as center type and star ratings are not included.

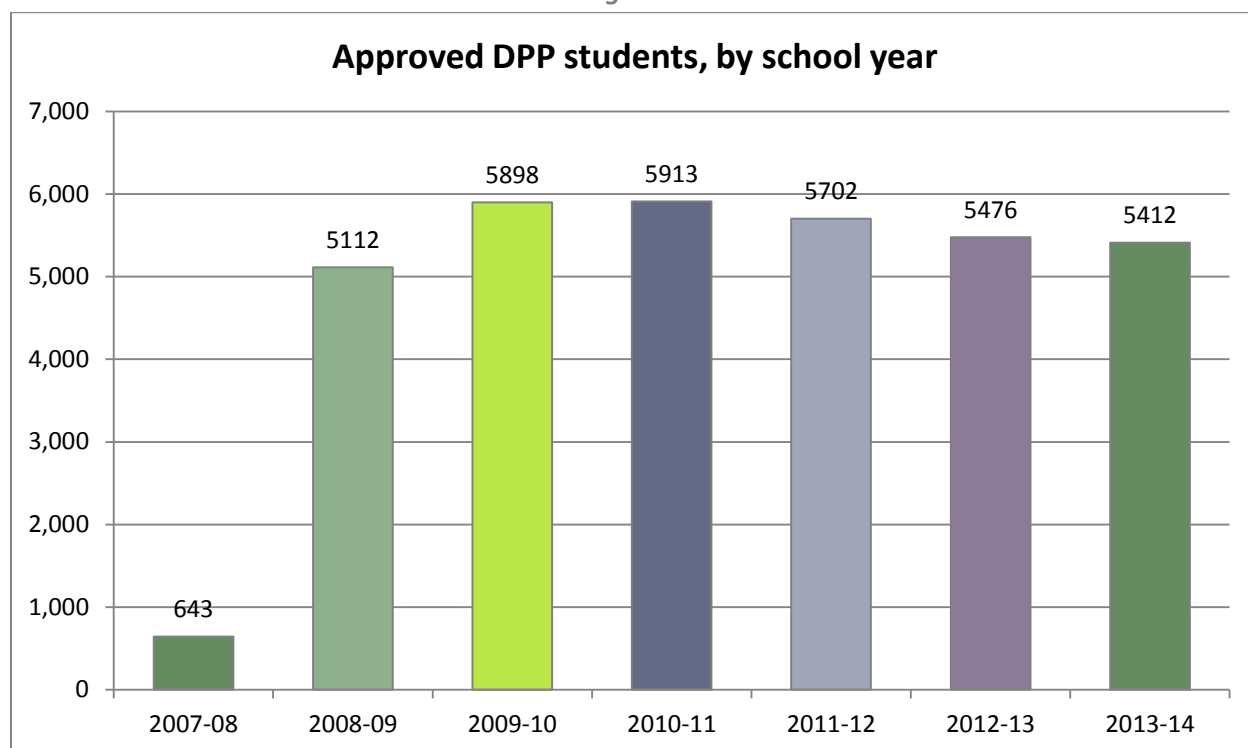
*Figure 1*

Table 1 below shows the distribution of children enrolled in DPP-approved sites. Approximately 42percent 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.⁶

Table 1

DPP Students By Provider Type and Number of DPP Students Served					
# of Children Enrolled	# of Sites				
	DPS	Community Center	Community Home	Total	% of total
1-9	1	90	10	101	42%
10-24	8	46	1	55	23%
25-49	53	8	0	61	26%
50-99	15	4	0	19	8%
100 or more	3	0	0	3	1%
Total	80	148	11	239	100%

⁶ 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.

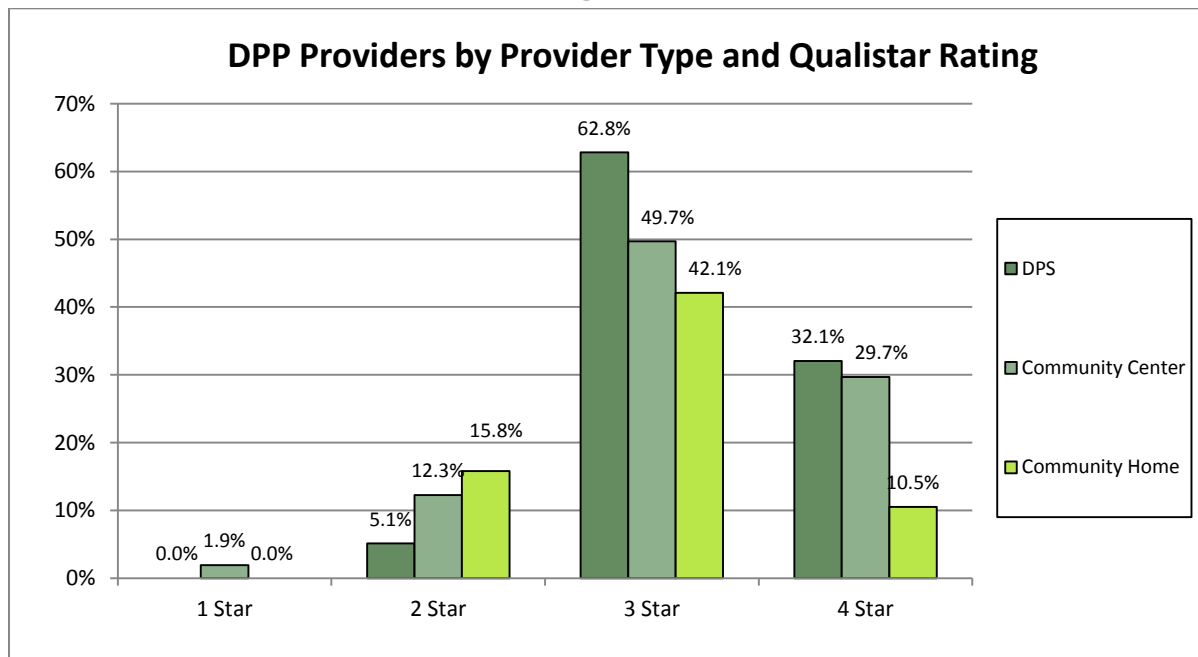


This analysis is based on enrollment records, not provider records. The total number of providers listed in this table is lower than the 252 sites approved by DPP, as some sites may not enroll any students, and missing records were also excluded. Enrollment records show 51 students were enrolled at both DPS and community preschools. They are not included in this analysis.

Number and Quality of Sites

While over 82 percent of DPP preschool sites were three- or four-star rated Qualistar programs in 2014, quality ratings varied by the type of preschool. The vast majority of DPS preschools, 95 percent, were rated three or four stars, while fewer than 80 percent of community center-based preschools and just over 52 percent of home-based preschools were rated three or four stars. Of the home-based preschool providers, nearly 16 percent currently participate in the “Intro to Quality” phase. A program that is designated “Intro to Quality” is new to DPP and has not been through the Qualistar Rating™ process. The expectation is that these sites have 12 months to complete the rating and receive assistance from a coach during this time to help them prepare. The distribution of preschools by quality rating and provider type is shown below in Figure 2. In addition, there were up to 18 nationally accredited programs (such as through NAEYC), of which six were also Qualistar rated.

Figure 2



This analysis is based on provider records as of October 7, 2013.

In 2014, the vast majority of students in both community and DPS preschools were enrolled in three- or four-star-rated programs, as shown in Table 2. Ninety-four percent of students who attended DPS preschools and nearly 89 percent of students who attended community center-based preschools were enrolled at three- or four-star-rated preschools in 2014. Seventy percent of the students enrolled in home-based preschools were enrolled in three- or four-star-rated preschools, a nine percent increase



over 2013. Note that the 'In Process/Missing' category includes sites that are not yet rated, or where records were incomplete and therefore a rating was not connected to the data.

Table 2

DPP Students by Provider Type and Qualistar Rating™					
Star Rating	DPS	Community Center	Community Home	Both	Total
1 Star	0.0%	0.5%	0.0%	0.0%	0.2%
2 Star	1.0%	8.3%	20.0%	0.0%	3.2%
3 Star	57.7%	54.6%	66.7%	84.8%	57.0%
4 Star	36.4%	34.2%	3.3%	15.2%	35.4%
Intro to Quality	0.0%	2.3%	10.0%	0.0%	0.7%
In Process/ Missing	4.8%	0.1%	0.0%	0.0%	3.4%

For 2013-2014, 32 children were enrolled in 2 different providers each with different ratings and these children are not included in this analysis. Another 46 students were enrolled in 2 different preschools, which each had the same rating. These 46 students were included in the analysis.

An important indicator of DPP's success is the growing number of students enrolled in high-quality preschool programs. As illustrated in Table 3 below, in 2008, 575 DPP students were enrolled in a three or four-star-rated program; by 2014, 4,727 students were enrolled in three- or four-star-rated programs. As the number of students participating in DPP has increased, the percentage of students enrolled in three- and four-star programs has remained relatively stable at around 90 percent of total students.

Table 3

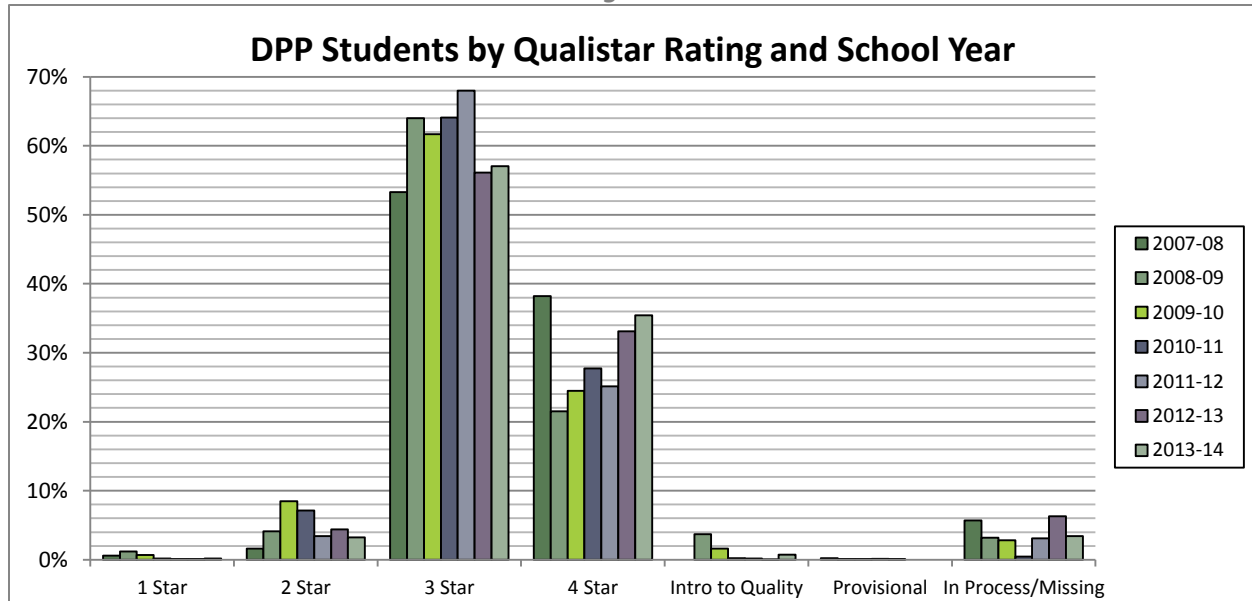
DPP Students by Qualistar™ Rating and School Year							
Star Rating	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
1 Star	4	62	43	11	3	4	8
2 Star	10	209	504	423	177	238	166
3 Star	335	3,253	3,654	3,792	3,481	3,048	2,915
4 Star	240	1,092	1,451	1,639	1,287	1,797	1,812
Intro to Quality	0	190	97	14	9	3	37
Provisional	1	3	6	8	4	0	0
In Process/ Missing	38	274	166	28	158	341	174
Total	628	5,083	5,921	5,915	5,119	5,431	5,112

For 2011-12, 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 were included in the analysis. For 2012-2013 36 children were enrolled in 2 different providers each with different ratings and these children are not included in this analysis. Another 42 students were enrolled in 2 different preschools, which each had the same rating. These 42 students were included in the analysis. For 2013-2014, 32 children were enrolled in 2 different providers each with different ratings and these children are not included in this analysis. Another 46 students were enrolled in 2 different preschools, which each had the same rating. These 46 students were included in the analysis.



These data also show a steady decline in the number of one-star-rated sites across the city over the past four years, with only 0.2 percent of preschools receiving this rating in 2014. Figure 3 below presents a graph reflecting this data.

Figure 3

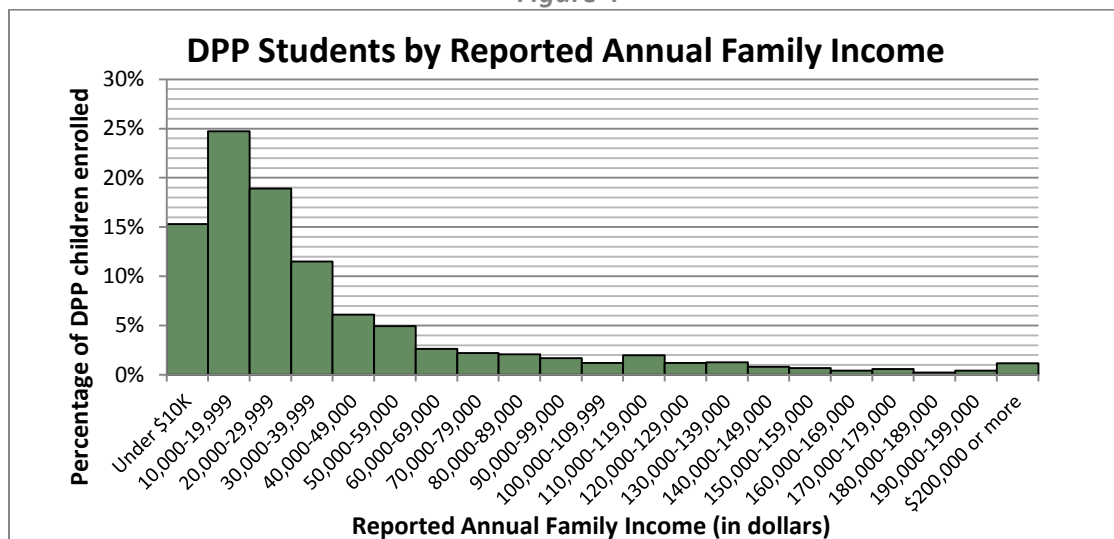


Note: The 'In Process/Missing' category relates to sites that currently being rated but have not yet been assigned a final rating, or sites for which no data was available.

Family Income

In 2014, DPP continued to serve Denver's lowest income families. Approximately 59 percent of DPP families reported annual family incomes of less than \$30,000. Only 16 percent of DPP families reported an annual family income of \$70,000 or higher. Figure 4 presents the distribution of children served by DPP in 2014 by annual family income.

Figure 4





Primary Home Language

Families reporting that English is their primary home language represented 46.5 percent of all students in 2014. Approximately 17 percent of the families enrolled in DPP during the 2014 school year reported primarily speaking Spanish at home. In 2014, a large number of families, nearly 32 percent, did not report their home language on the application form, compared to 2.4 percent in 2013. This appears to be due to a change in the application form, rather than a dramatic change in attitudes of parents reporting this information. Table 4 below details DPP 2014 enrollment by the language spoken at home.

Table 4

DPP Students by Home Language		
Home Language	#	%
English	2,392	46.5%
Spanish	896	17.4%
Vietnamese	17	0.3%
Arabic	14	0.3%
Multi-Lingual	126	2.4%
Other Language	62	1.2%
Not Provided	1637	31.8%
Total	5,144	100.0%

The large number of 'not provided' is due to language not being queried on the shortened Denver Public Schools DPP application form in 2013-14.

**Race/Ethnicity**

The racial/ethnic distribution of children participating in the program this year was largely similar to previous years. However, the percentage of participants reporting “other” race/ethnicity or not reporting race/ethnicity decreased again, after a sharp increase in 2013. In 2014, Hispanic children continued to lead all other race/ethnicity groups in DPP participation, comprising nearly 50 percent of the total DPP enrollment. White children represented 28 percent, and black children represented 13 percent of enrollees. Table 5 below details the race/ethnicity of children enrolled in DPP across all years of the program, with percentages shown for 2008-2011, and full details for 2012-2014.

Table 5

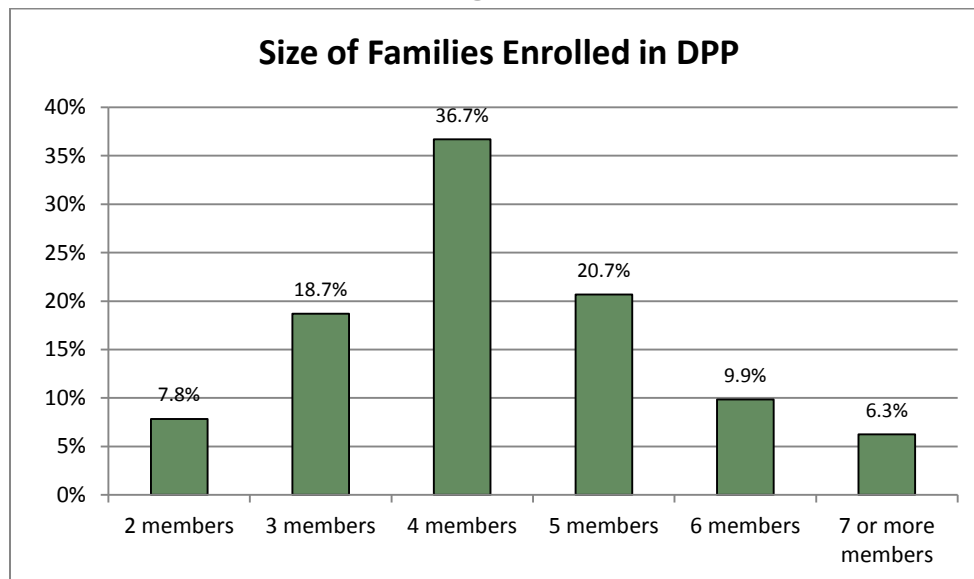
DPP Students by Child's Ethnicity and School Year										
Child's Ethnicity	2008 %	2009 %	2010 %	2011 %	2012		2013		2014	
					#	%	#	%	#	%
Asian	2.4%	2.9%	3.1%	3.2%	160	3.1%	183	3.3%	161	3.1%
Black	9.4%	12.9%	12.5%	13.3%	648	12.6%	715	13.1%	646	12.6%
Hispanic	54.8%	51.8%	49.3%	51.0%	2,690	52.5%	2,727	49.9%	2,462	47.9%
Native American	0.8%	1.1%	0.8%	0.8%	52	1.0%	48	0.9%	33	0.6%
Multi-Racial	4.3%	3.5%	5.1%	4.3%	221	4.3%	0	0.0%	325	6.3%
White	21.8%	20.5%	27.4%	26.4%	1,334	26.0%	1,376	25.2%	1,434	27.9%
Other/Missing/ Not Provided	6.5%	7.3%	1.8%	0.8%	23	0.4%	418	7.6%	83	1.6%
Total	100%	100%	100%	100%	5,128	100%	5,467	100%	5,144	100%



Family Size

The distribution of students according to family size is presented in Figure 5. Family size distribution in the program for 2014 looks similar to the distributions over the past four years, with a slight increase in larger families this year.

Figure 5



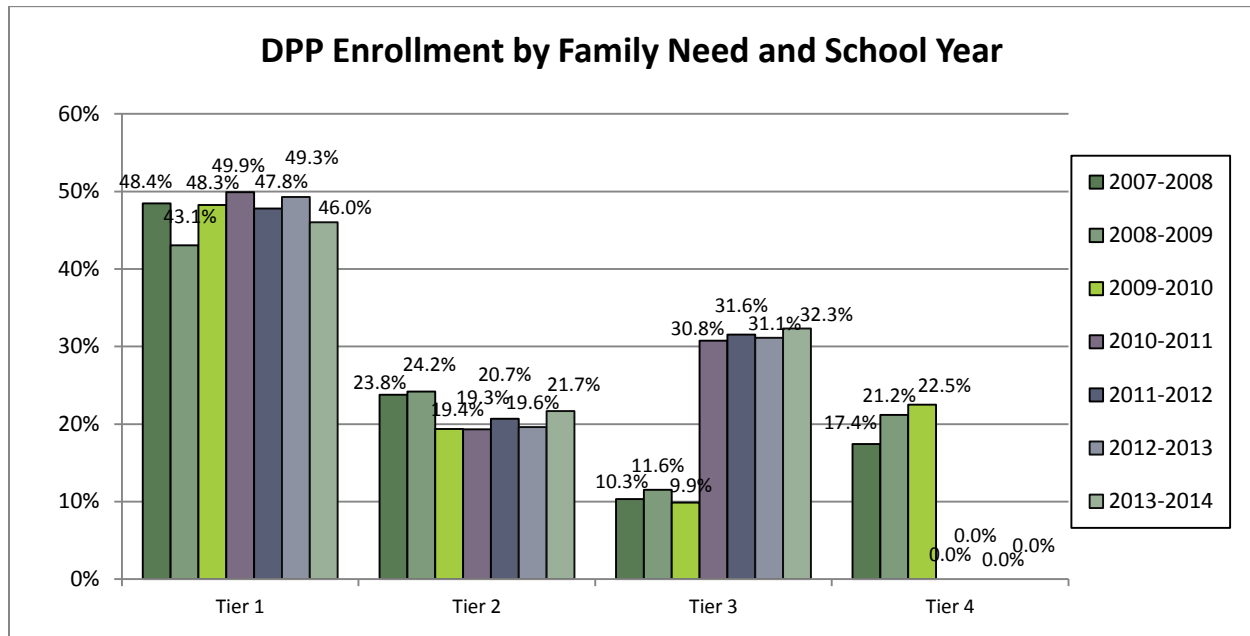
Level of Family Need (Income Tier Adjusted by Family Size)

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 seven family need categories or tiers. However, due to the comparatively small difference between Tiers 3, 4, 5, and 6, the evaluators consolidated these tiers into a single Tier 3 category for analysis purposes, with the original Tier 7 becoming the new Tier 4. However, the original Tier 7 category was eliminated in 2011 and therefore no students have fallen into the revised Tier 4 category for the past four years.

Figure 6 below presents the enrollment of DPP families by family need, according to these four tiers. Tier 1 indicates the families with the highest need, 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. In Figure 6, please recall that the income tiers are *family need* tiers, and refer to income **and** family size. Later in this report we refer to income tiers when discussing parent survey results. It should be remembered that the income tiers cited later are used for demographic purposes, and are different from the family need tiers that are used in Figure 6, which refer to the tiers that determine tuition credits.

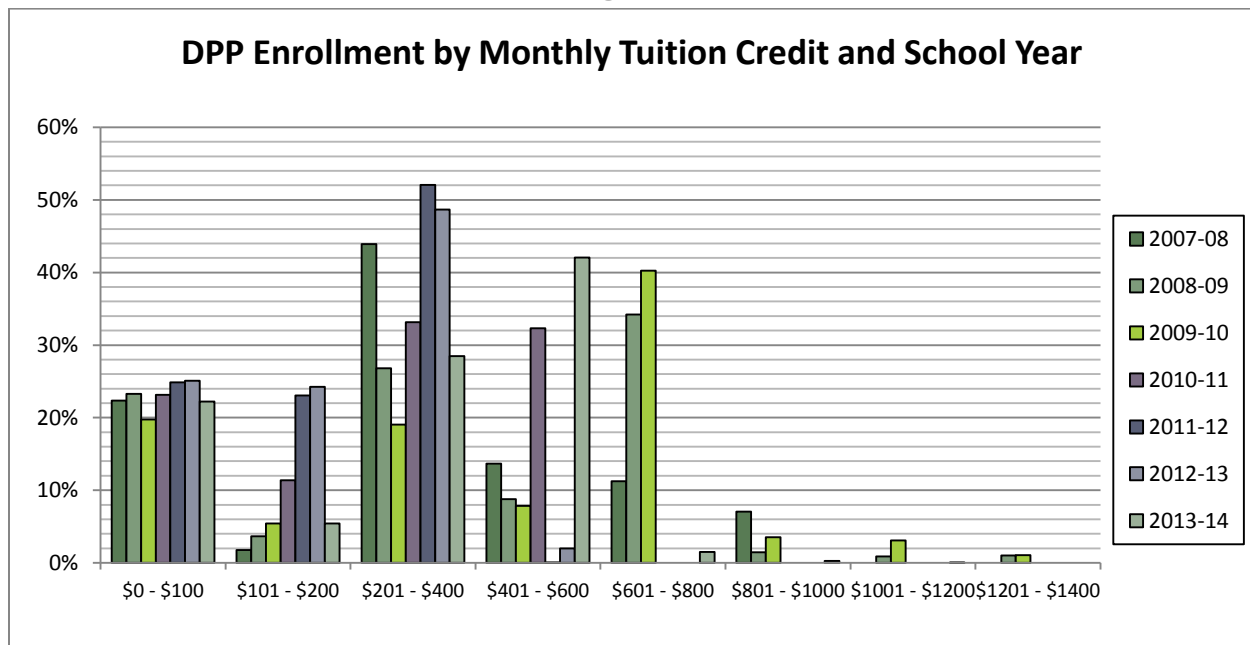


Figure 6



The calculation of a monthly tuition credit takes into account three factors: (1) The quality of the preschool as defined by the DPP Classroom 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 7 shows the distribution of approved monthly tuition credit amounts across the past six academic years. It is important to note that due to financial constraints of the program, the maximum tuition credit awarded was reduced in 2010, although it has begun to rise again in 2014.

Figure 7





As a result of the economic climate and resulting financial constraints experienced by DPP, the average monthly tuition credit decreased sharply after 2010. However, as shown in Figure 8, in 2014, the average credit increased for all families, and most significantly for families in the lowest two income tiers, as the Denver economy improved. Figure 9 shows the average monthly tuition credits since 2008, by provider type.

Figure 8

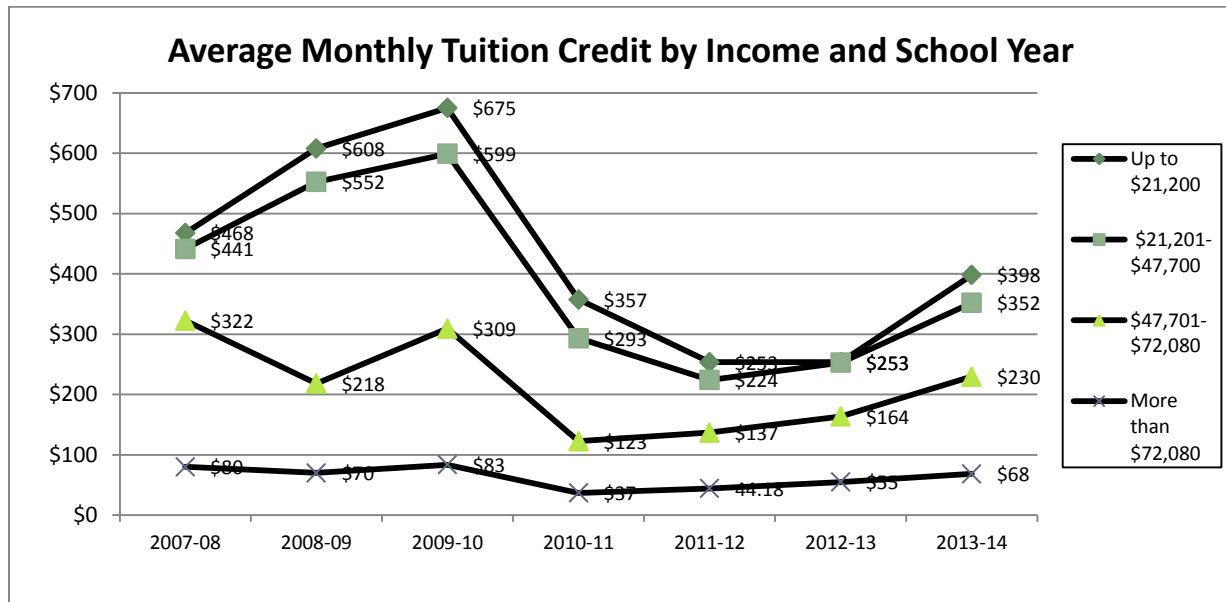
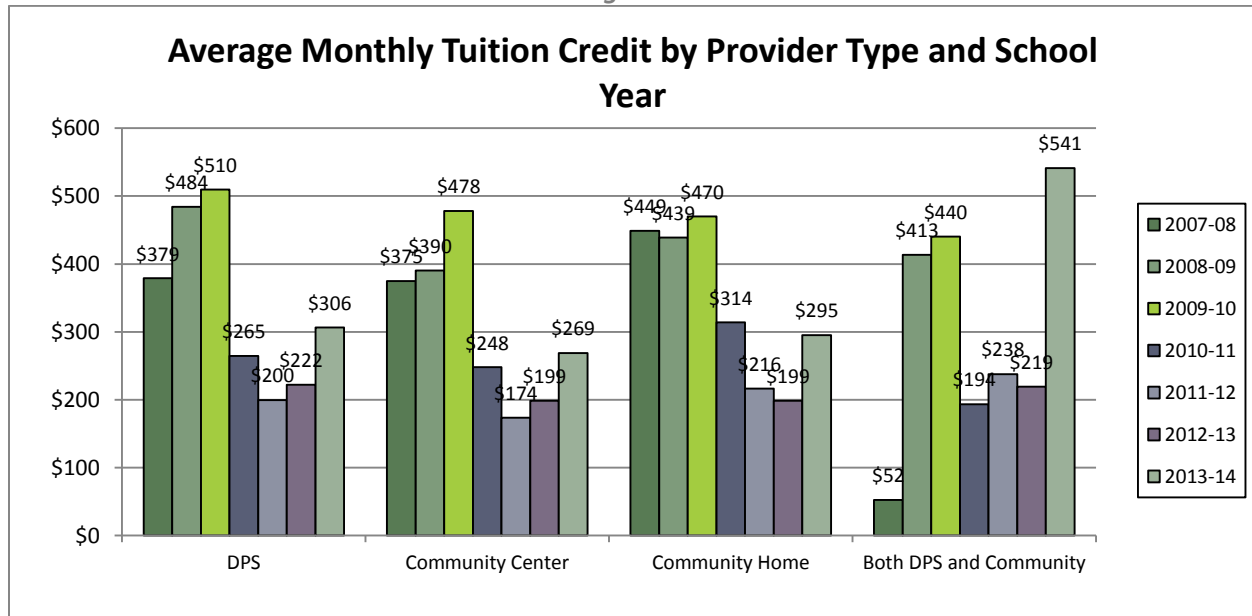


Figure 9





III. Key Findings from the 2014 Evaluation

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 evaluations of the program and will continue to do so over the coming years. The full list of evaluation questions and the related findings for 2014 from the parent and provider surveys can be found in Appendix A.

This section highlights the key findings identified through the 2014 evaluation responses, which are grouped into four areas:

1. Preschool quality
2. The benefit of DPP for families and providers
3. Knowledge of DPP amongst parents and providers
4. DPP operations

Preschool Quality

One of DPP's key goals is to raise the level of preschool quality in Denver. Quality has been defined by DPP through the DPP Classroom rating, which incorporates the Qualistar Rating™, or National Accreditation, and the CLASS® Observation. A number of questions in the annual parent and provider surveys address quality, and parents' perception of quality.

Figure 10 below shows the top factors that parents consider when enrolling their child in preschool. As can be seen consistently since 2009, parents have rated 'convenient location' and 'reputation of quality' as the two top factors they consider when selecting a preschool.

Figure 10

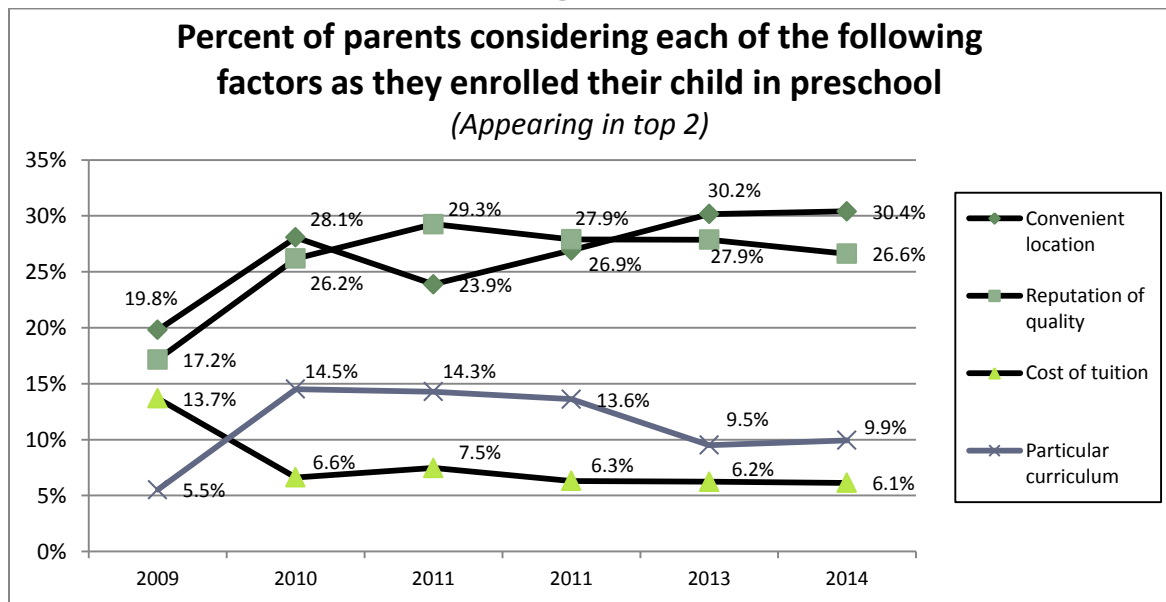
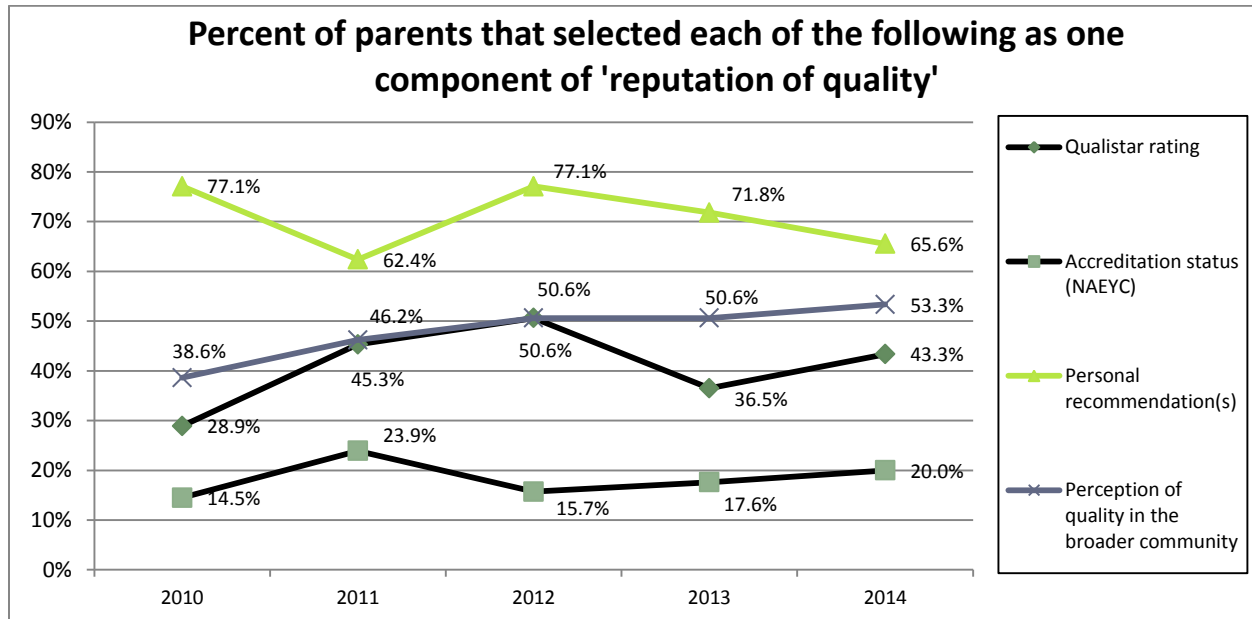




Figure 11 goes some way to explaining what parents mean by 'reputation of quality,' with 'personal recommendation' being the most highly rated component, followed by 'perception of quality in the broader community.' Parents did not consider the Qualistar Rating™ a key component of quality over the past five years.

Figure 11



As shown in Figure 12, less than 60 percent of parents know the Qualistar Rating™ of the preschool where their child is enrolled, with parents more likely to know the rating if their child is in a community-based preschool rather than in a DPS preschool (Figure 13).

Figure 12

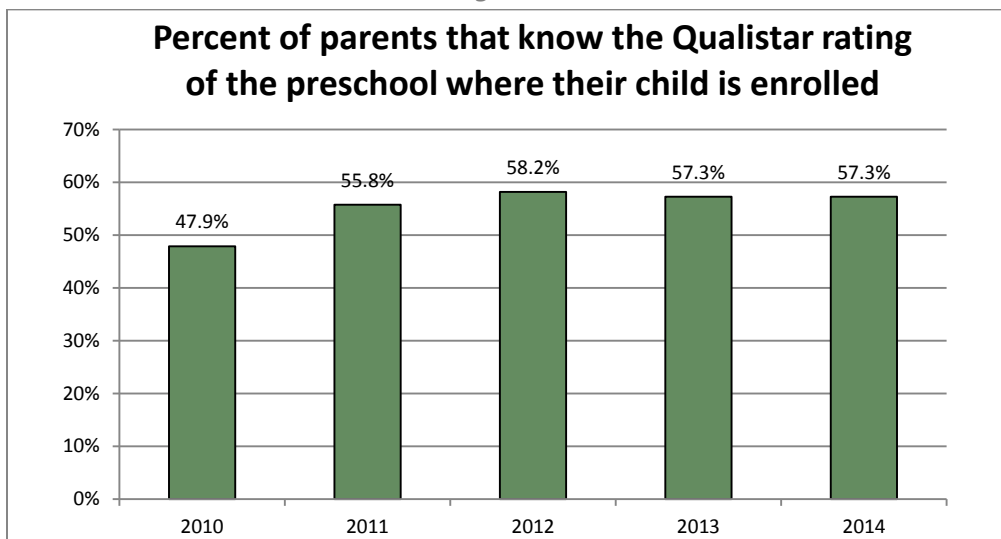
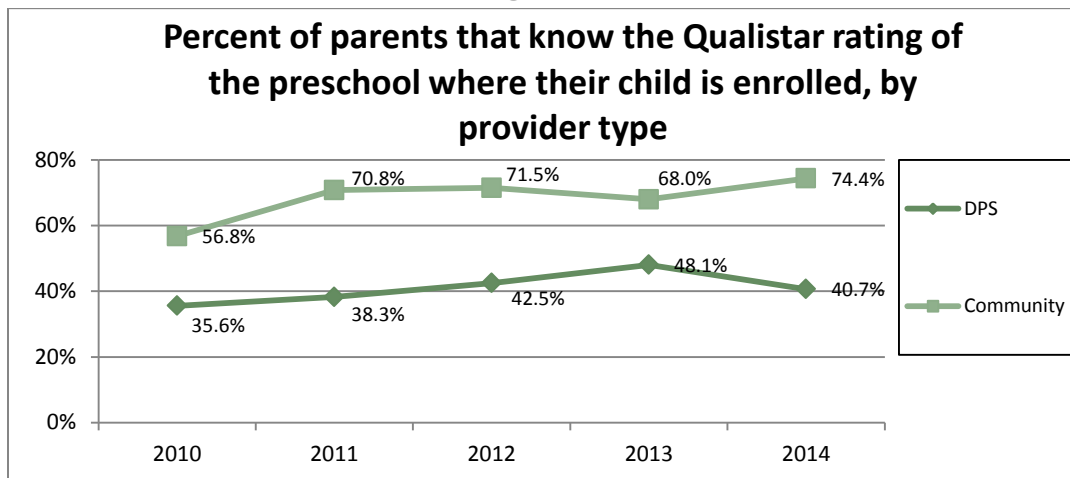


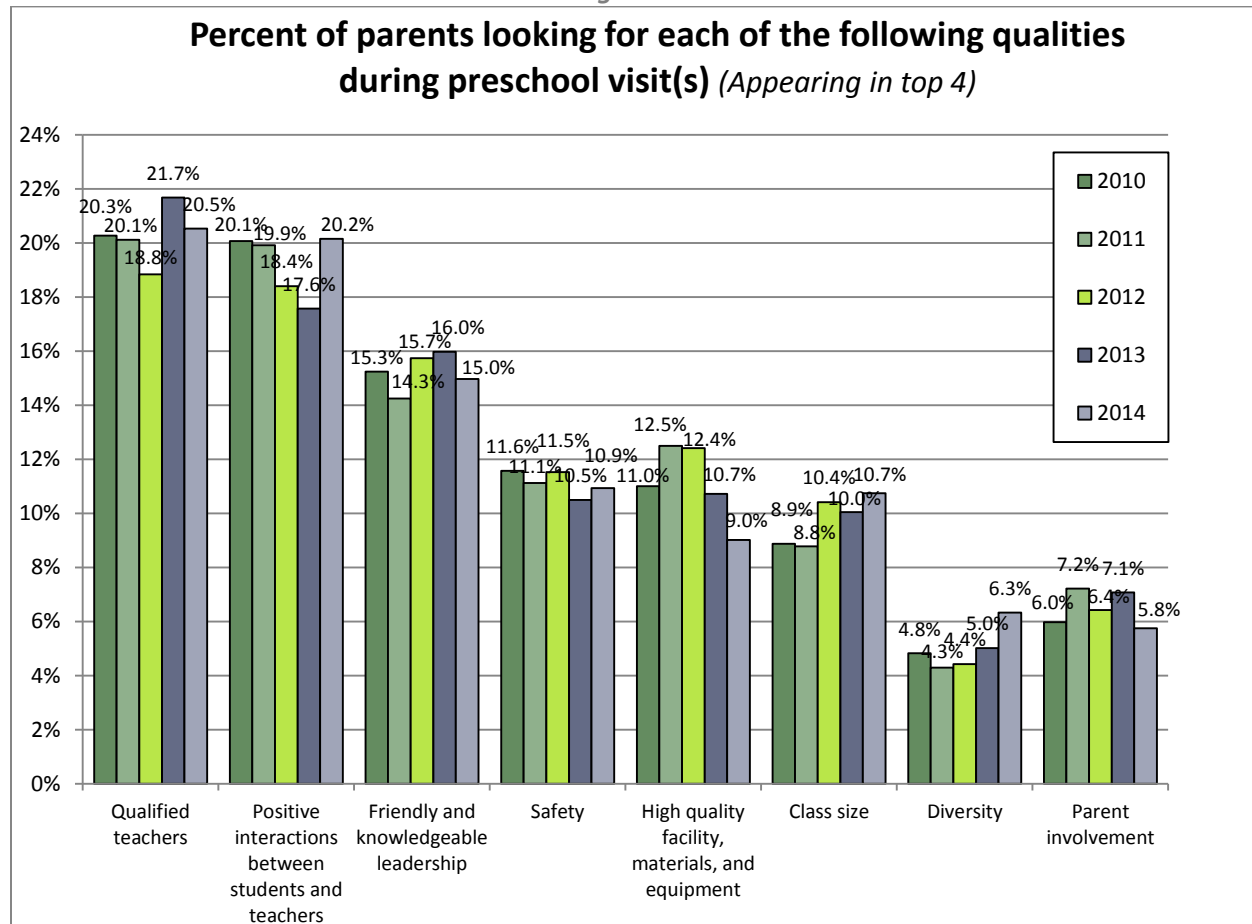


Figure 13



Given that this data suggests parents are not focused so much on the Qualistar Rating™, it is useful to look at what attributes they look for when conducting a pre-enrollment site visit, to ascertain how parents define quality. Figure 14 below shows the top qualities parents reported looking for during preschool visits.

Figure 14





The results show that parents have consistently rated teacher qualifications and child-teacher interactions as most important. This data supports DPP's decision to add the CLASS® Observation to its overall rating system, as the CLASS® measures teacher interactions, something parents are clearly interested in when selecting a preschool.

Providers were also asked for their perception of how parents determine quality and what parents look for in a site visit. Figure 15 shows that providers generally understand that parents determine a preschool's reputation based on 'personal recommendations' and the 'perception of quality in the community' and Figure 16 shows that providers recognize the importance parents place on 'qualified teachers' and 'personal interactions' when making a site visit. However, Figure 16 also shows that providers are likely to think these two items are slightly more important to parents than they really are, while they are less likely to realize the importance parents place on 'diversity' and 'parent involvement,' indicating that these are two areas providers could focus on more during site visits.

Figure 15

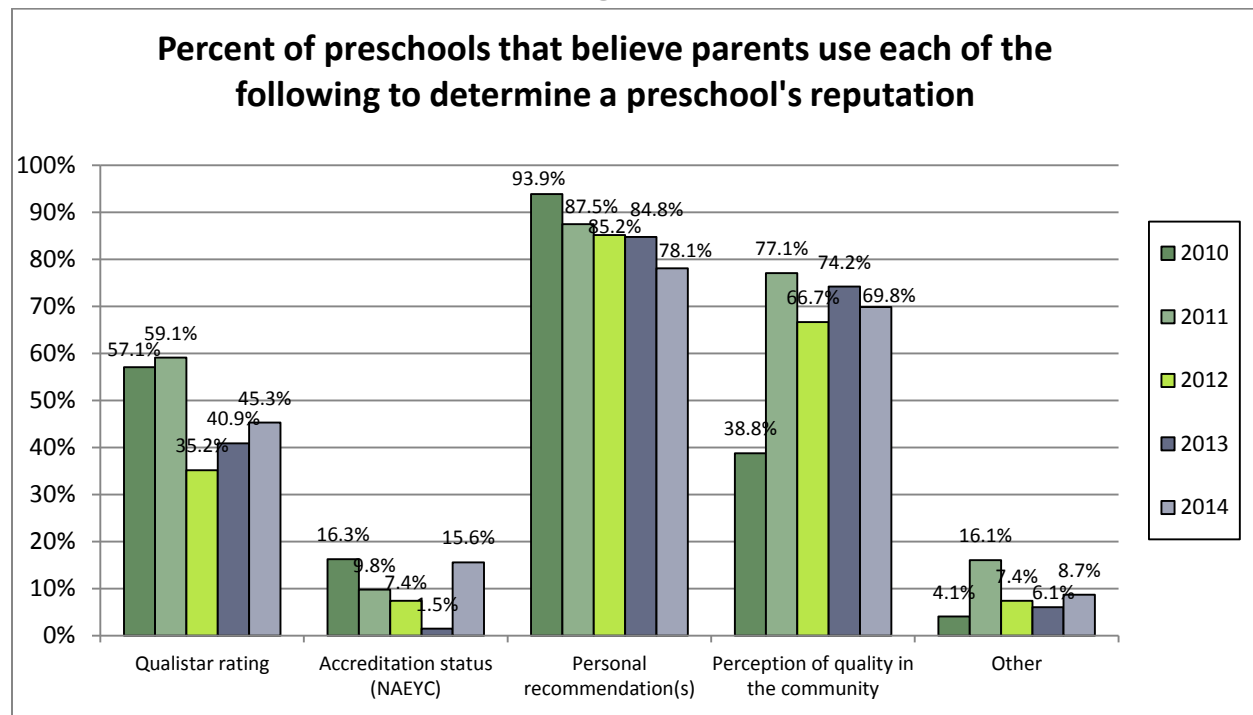
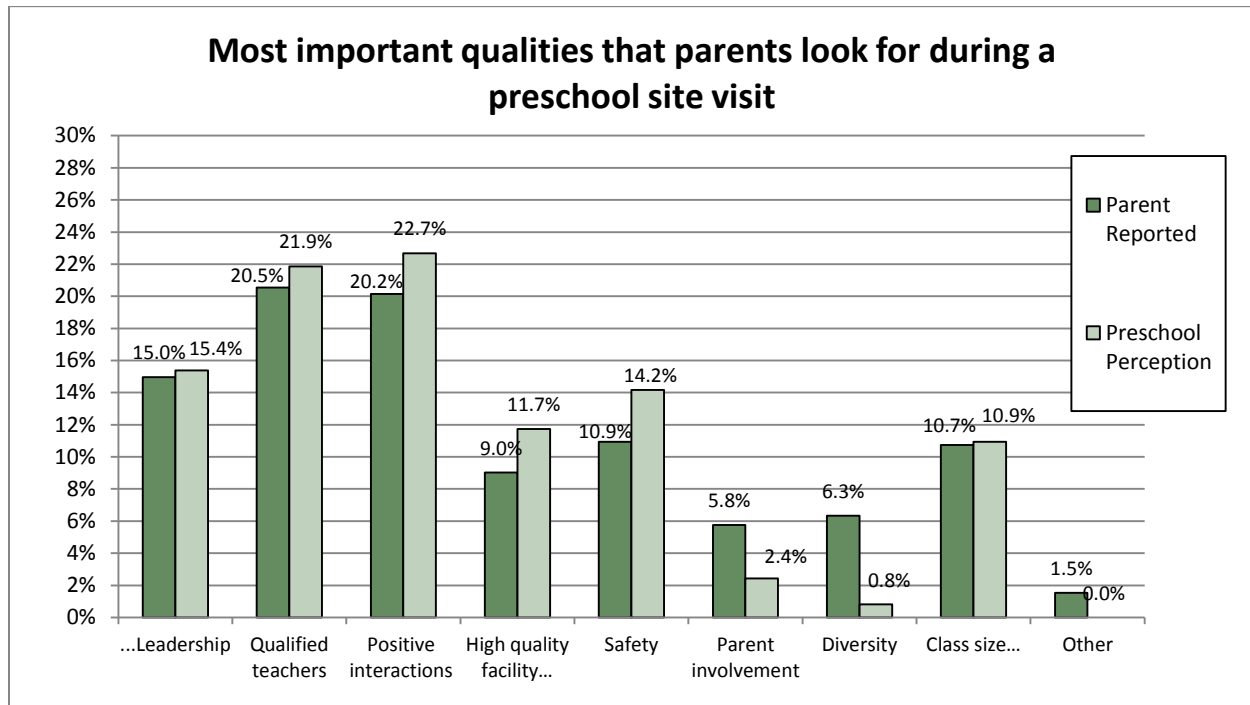


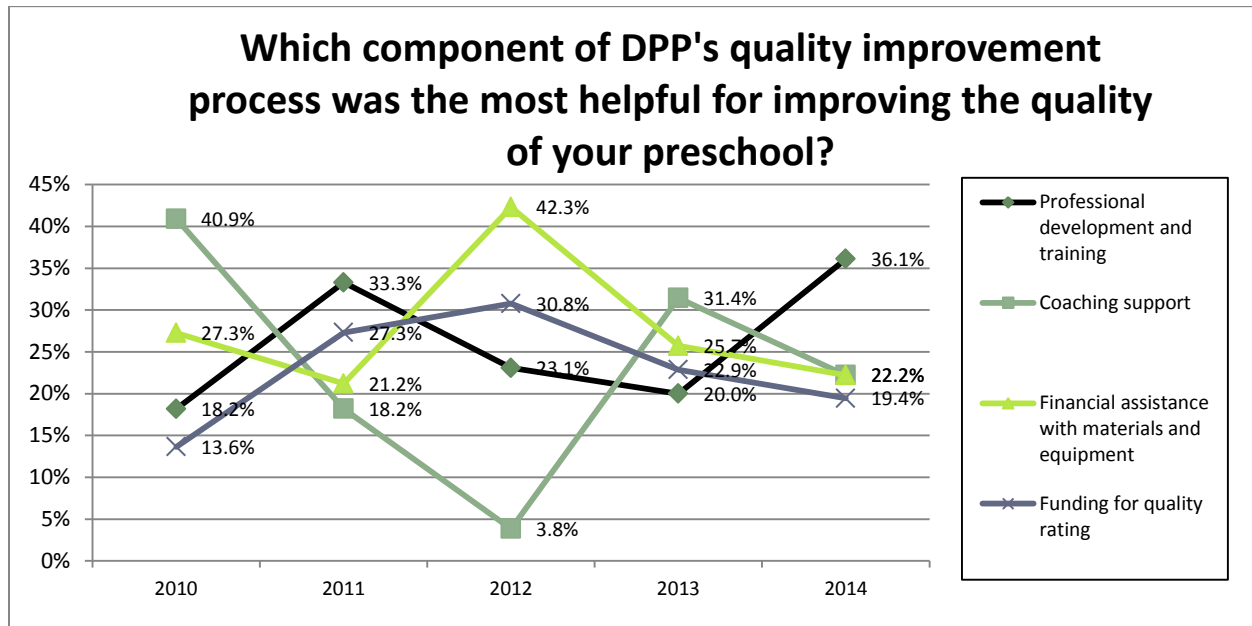


Figure 16



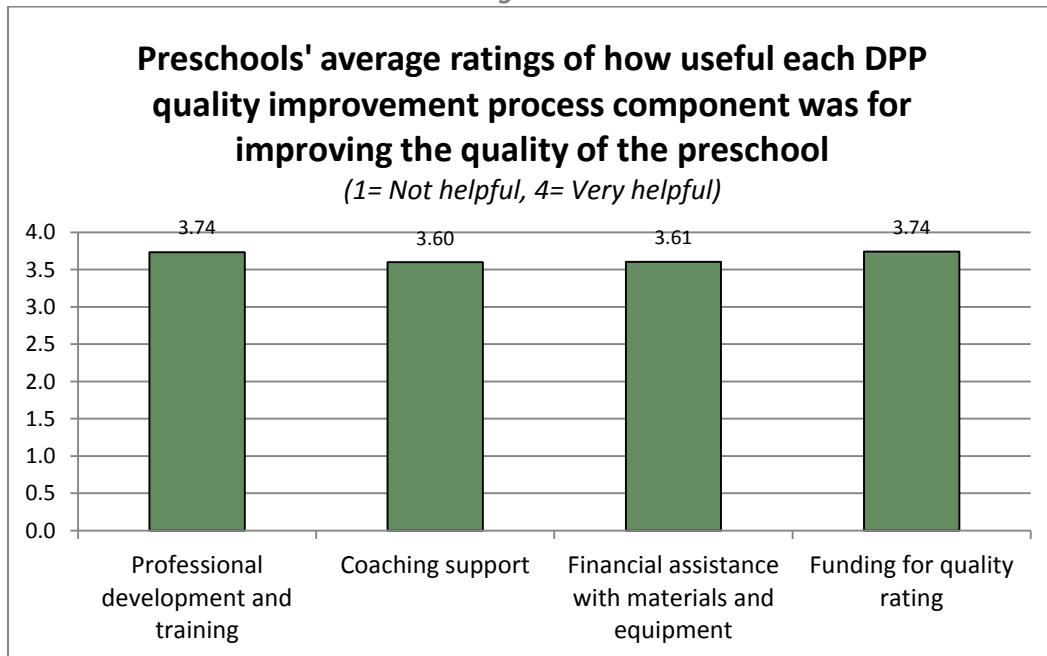
In order to help drive improvements in quality, DPP provides quality improvement resources to eligible providers. Over 85 percent of providers took advantage of DPP quality improvement efforts in 2014 and Figure 17 shows which of the supports providers rated as most helpful for improving quality. As seen in the chart, the responses have varied over time with ‘professional development and training’ being credited as the most helpful in 2014, up from the least helpful in 2013, while ‘financial assistance with materials and equipment’ is now only selected as most helpful by just over 20 percent of providers, compared to over 40 percent in 2012. A number of drivers likely affect these responses, including the different professional development courses offered through DPP and the broader Denver and/or Colorado economy and the impact on providers’ ability to fund updates to their equipment and materials.

Figure 17



Despite the variation in Figure 17 regarding which component was the *most* useful, Figure 18 shows that providers did in fact rate all quality improvement components highly, with all four components receiving a rating of 3.6 or above on a four point scale.

Figure 18





The benefit of DPP to families and providers

The DPP tuition credit has a significant impact on the number of children who are enrolled in preschool. Figure 19 shows that just over 50 percent of families in the two lowest income tiers would still have enrolled their child in preschool without the DPP tuition credit. In income Tier 3, just over two thirds of families would have still enrolled their child. In this way, the DPP tuition credit is having a disproportionately positive effect on preschool enrollment for the lowest income families.

Figure 19

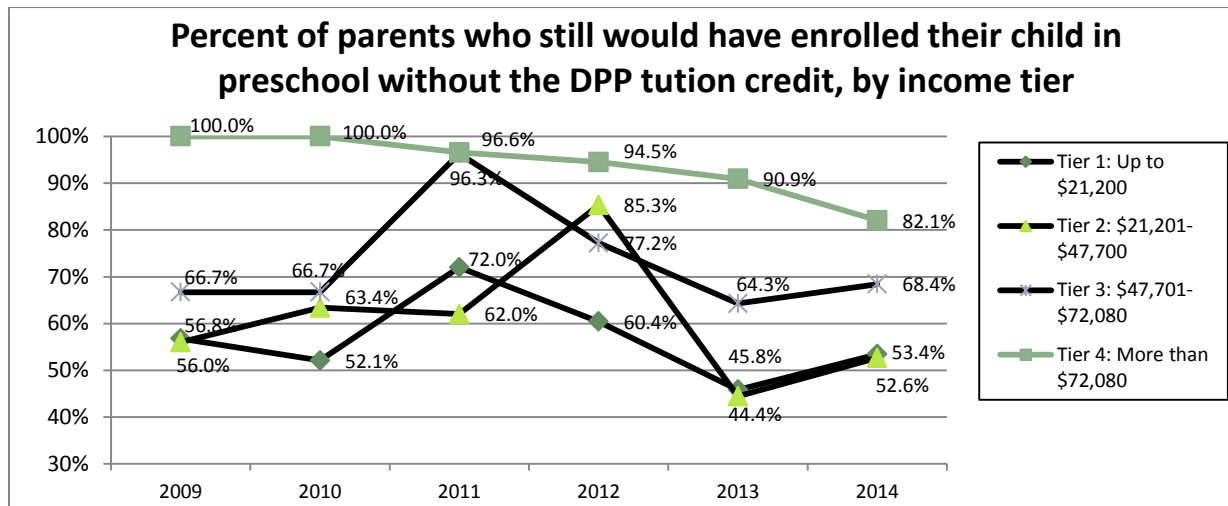


Figure 20 shows that just over 60 percent of parents reported that their child was enrolled in a daycare or preschool prior to the DPP year. Figure 21 displays this data broken down by race/ethnicity, where it can be seen that black and Hispanic families are much less likely to have their child enrolled in daycare or preschool prior to the DPP year, with only 56 percent of black children enrolled and less than 35 percent of Hispanic children. This data demonstrates the variation in the pre-DPP experience between black and Hispanic children, and white children.

Figure 20

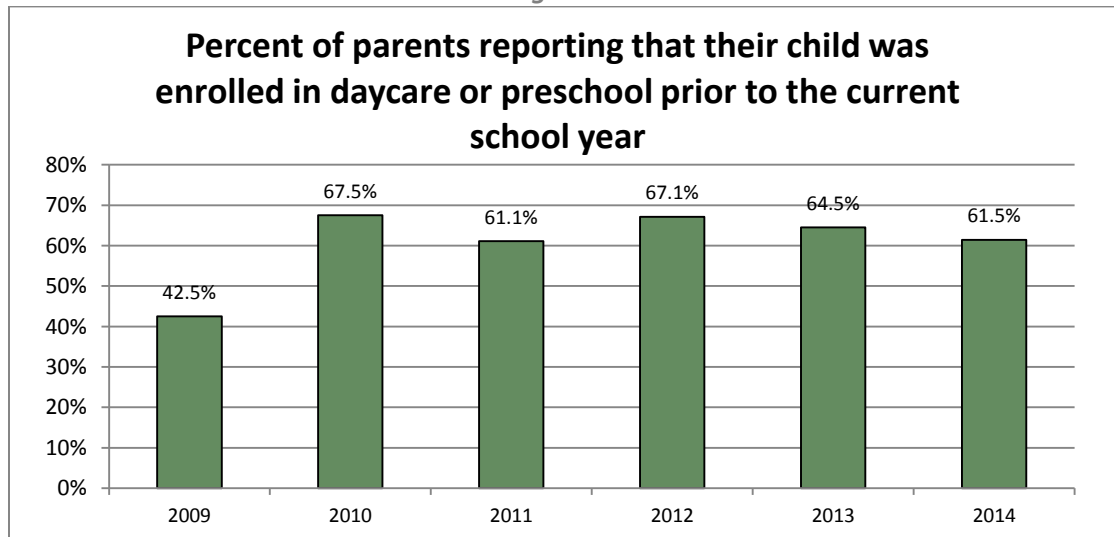
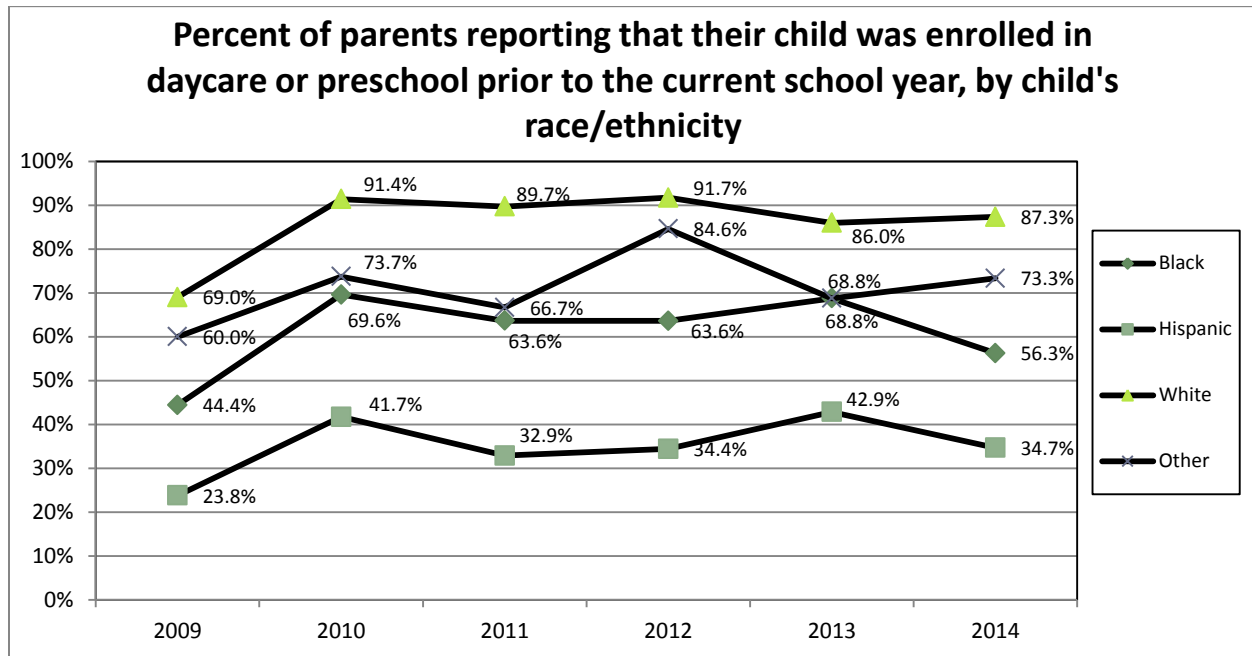




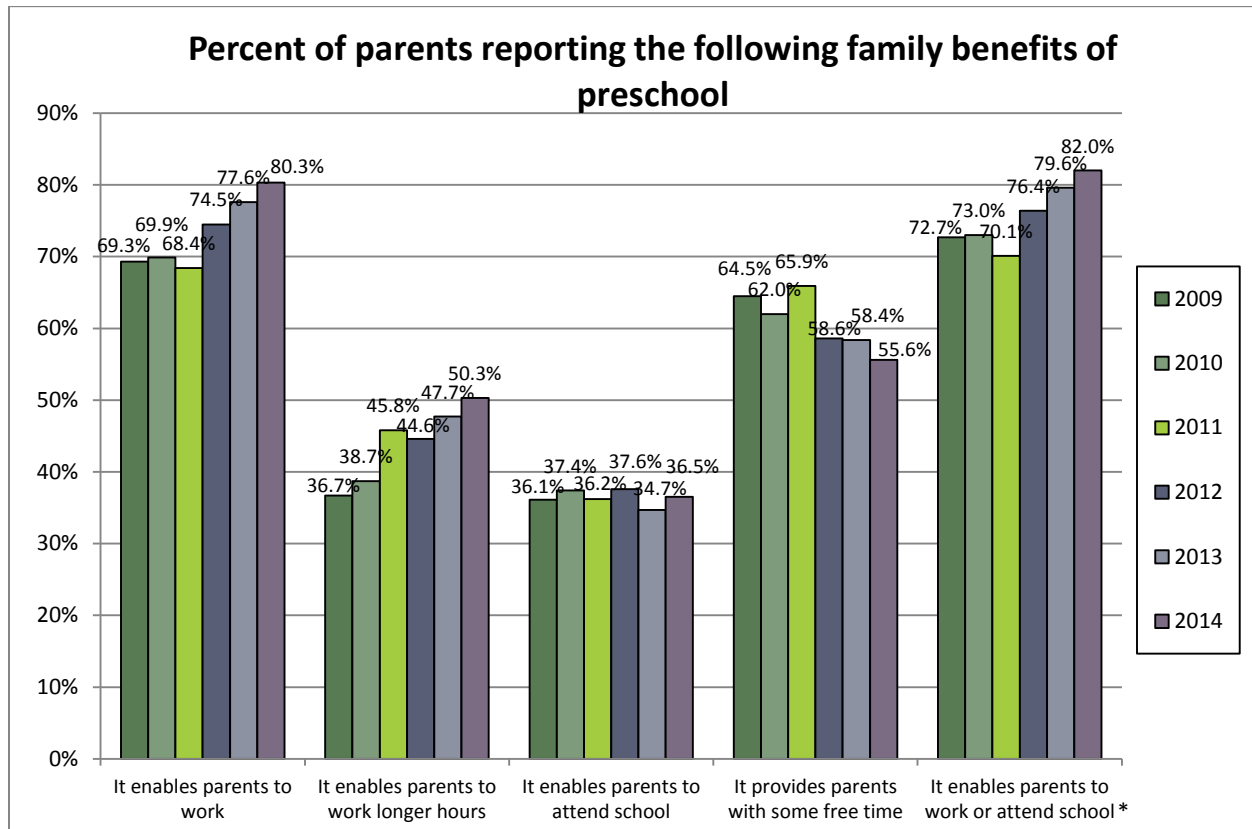
Figure 21



Preschool is known to have benefits for children, and analysis of TCAP results from the first two DPP cohorts has shown that the benefits persist through third and fourth grade (full TCAP results analysis are available in a separate memo from APA). However, DPP also has an immediate impact in the preschool year for families. Figure 22 shows the family benefits of preschool, with over 80 percent of parents reporting that DPP allows parents to work and over 50 percent reporting it allows them to work longer hours.



Figure 22



*This category combines data from the first and third categories in the chart ('enables parents to work', and 'enables parents to attend school') in order to show the total number of families that fall into one or both of these categories.

Figure 23 shows that lower income families are more likely than higher income families to report that DPP enables parents to work than higher income families.

Figure 23

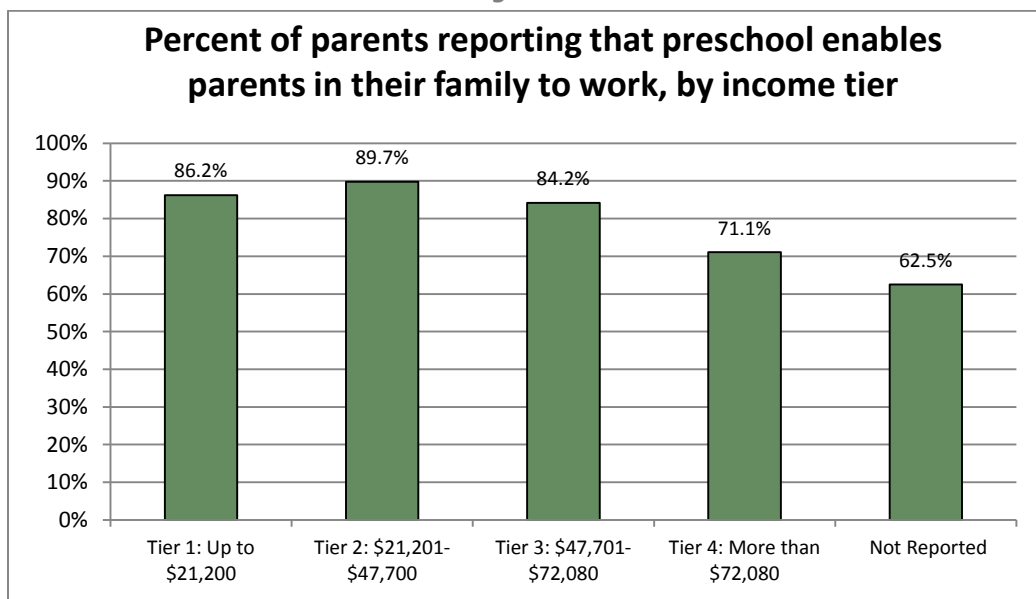
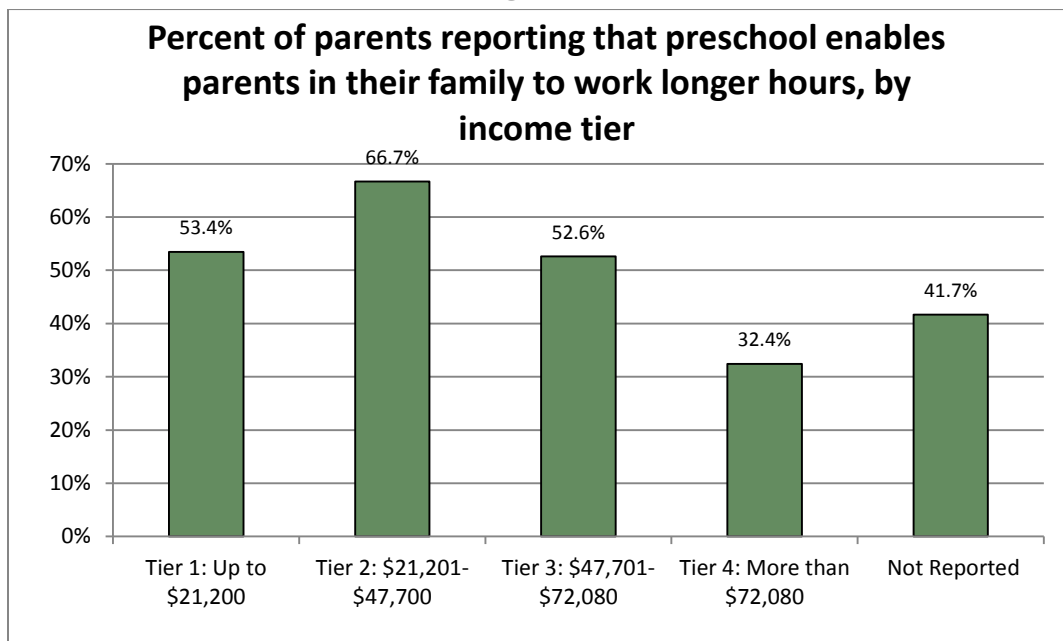




Figure 24 shows that families in income Tier 2 are most likely to report that preschool enables parents to work longer hours, with 66.7 percent of parents reporting this in Tier 2, compared to only 32.4 percent in the Tier 4 income group. This data indicates that DPP is having a positive impact on the mid-to-low income families, not only helping them to work, but also helping them to work longer hours and therefore increase their earning potential.

Figure 24



Figures 25 and 26 show the impact of DPP on enabling families to attend school, broken down by child's race/ethnicity and by family income tier. This benefit is disproportionately higher for black and Hispanic families, and for lower income families. In this way, the DPP tuition credit is enabling low income and minority families to attend school, and therefore improve their employability.



Figure 25

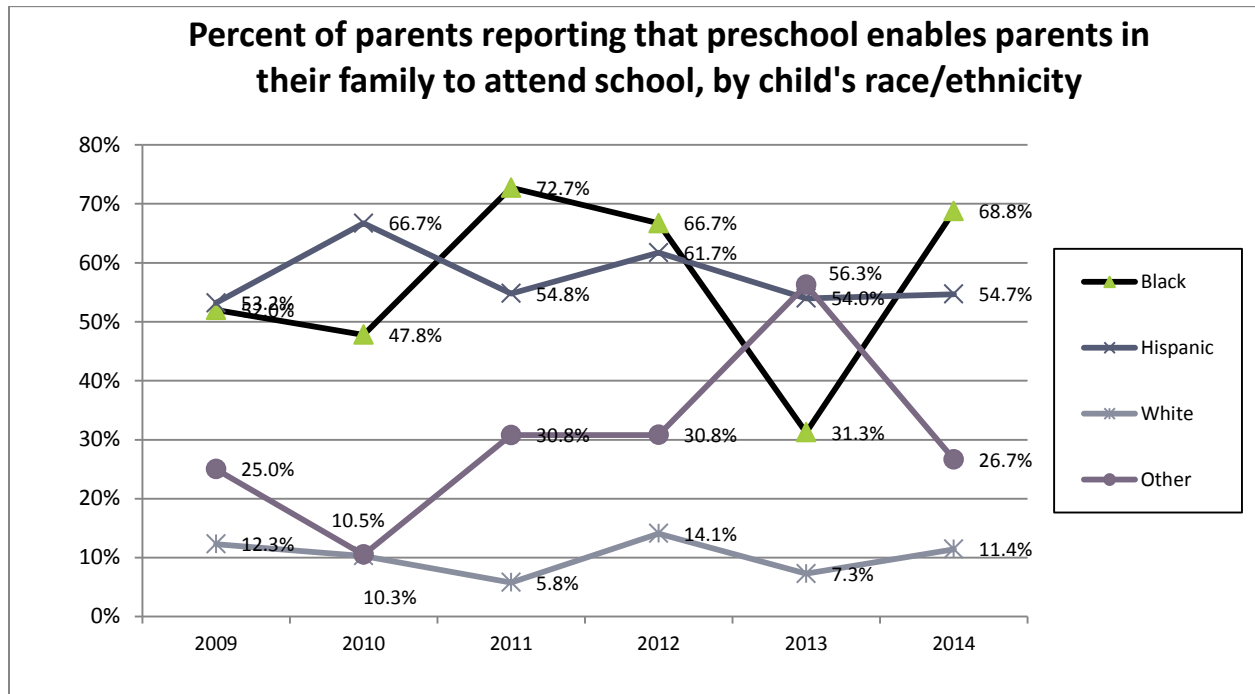
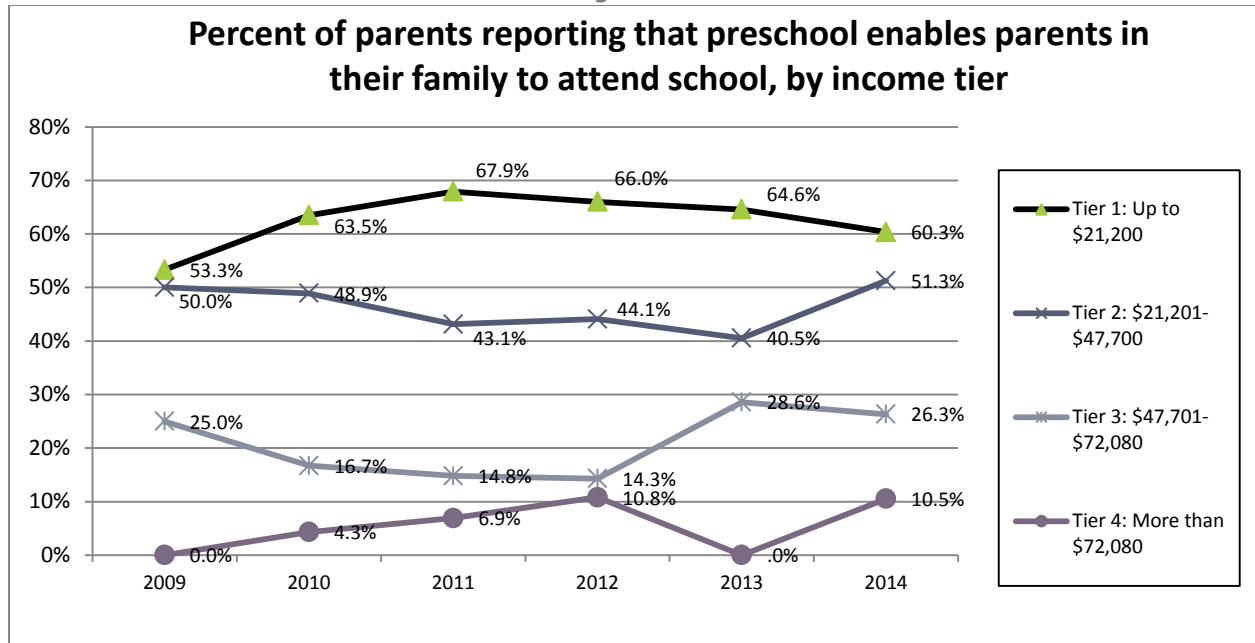


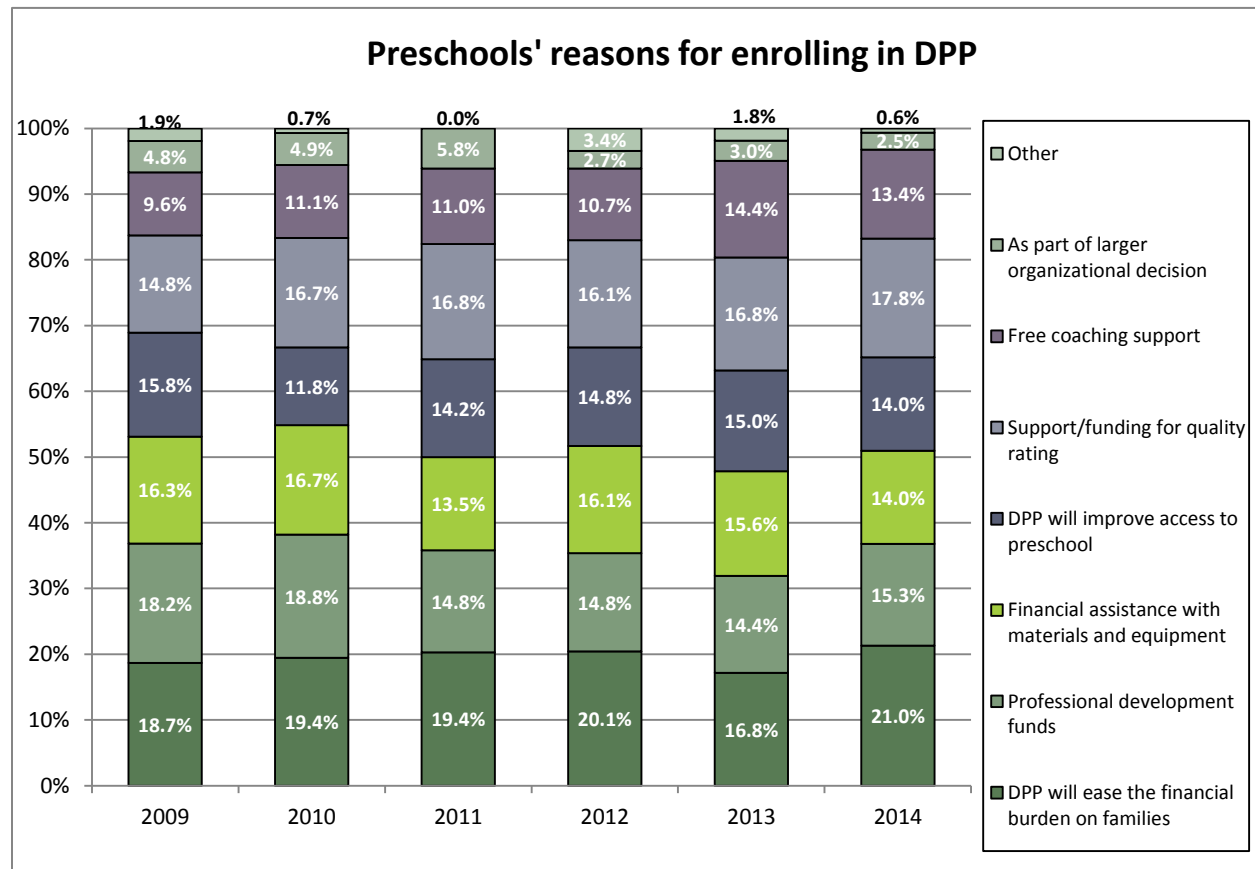
Figure 26





Finally, preschools also reap a large benefit from participating in DPP. As was seen in the prior section, DPP invests heavily in improving preschool quality. Figure 27 shows the reasons why providers enroll in the program. The results have been fairly consistent over the course of the program, with providers' main driver being the financial assistance DPP provides to families. However, it is also clear that the quality improvement supports provided by DPP, such as funding for the quality rating, coaching support, and professional development funds, are also key reasons providers enroll in DPP.

Figure 27





Knowledge of DPP

One of the key themes that has emerged in the past couple of years is around the knowledge of DPP among providers, parents, and the wider community. Figure 28 shows how parents first heard about DPP. The majority of parents find out about DPP from a personal connection, such as a friend or family member. Preschool staff members are also a common source of information, and in 2014 the number of parents first hearing about DPP from a DPP staff member increased significantly over 2013.

Figure 28

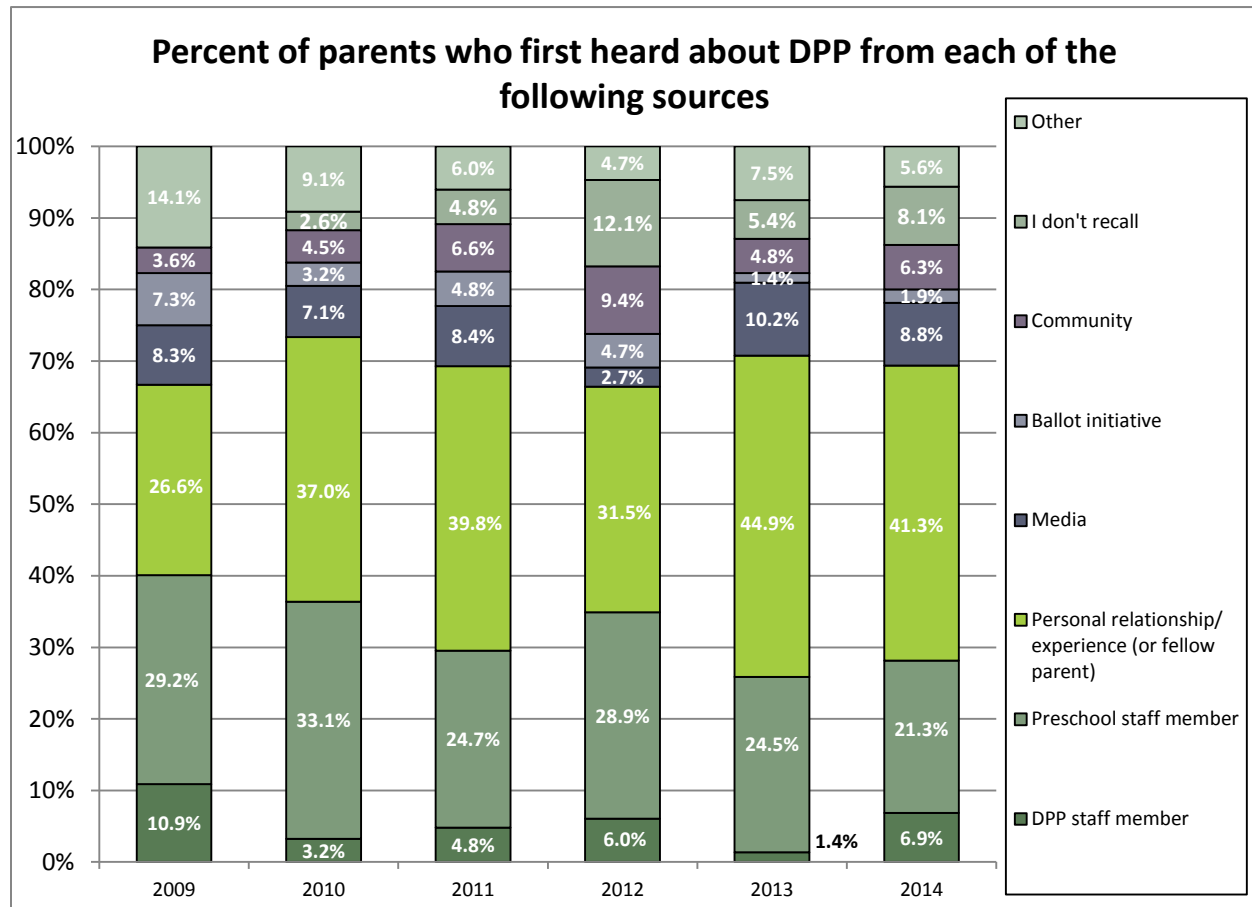


Figure 29 delves deeper into parents' knowledge of DPP, showing what they have heard about the program. A large majority of parents know that DPP provides access to preschool for 4 year-olds in Denver, that the program provides a tuition credit based on income, and that it helps improve preschool quality. Few parents know that DPP was created as part of a ballot initiative and that it has to be reappraised every 10 years, although the number reporting this increased over 2013, potentially as a result of the upcoming Preschool Matters initiative.



Figure 29

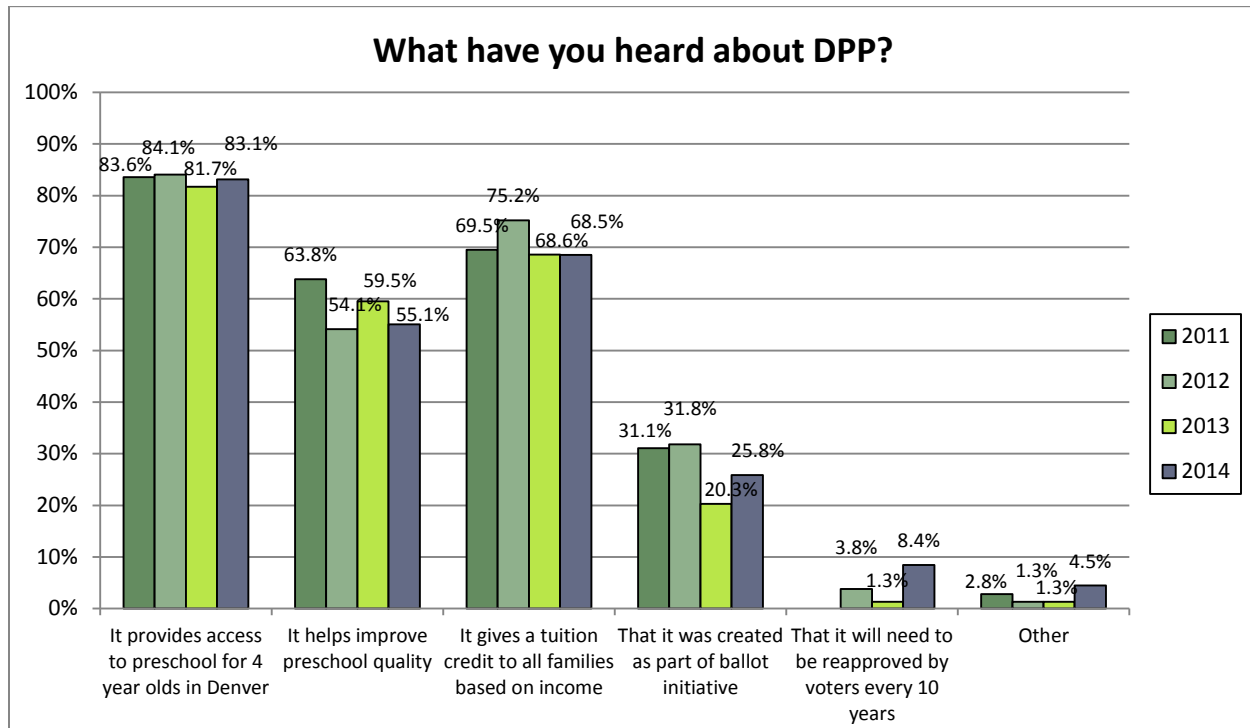
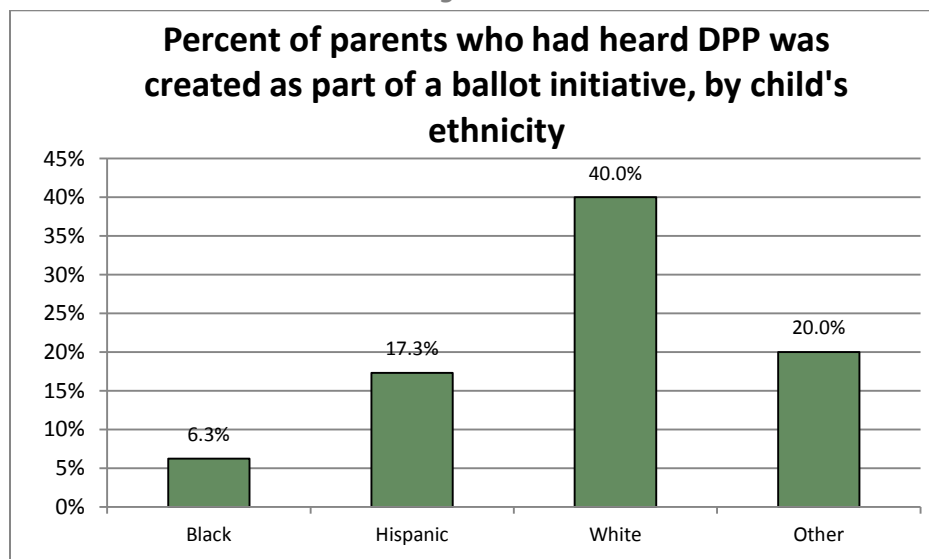


Figure 30 shows the breakdown of those indicating they had heard DPP was created as part of a ballot initiative, by child's race/ethnicity. With only 17 percent of Hispanic families, and 6 percent of black families reporting this knowledge, this is clearly an area that a DPP reauthorization campaign would need to focus on, given that census estimates indicate 21 percent of the Denver population is of Hispanic origin.⁷

Figure 30



⁷ U.S. Census Bureau (2014) *State and County Quick Facts*, Colorado. Retrieved from: <http://quickfacts.census.gov/qfd/states/08000.html>



There is also confusion among parents about where funding for DPP comes from. Figure 31 shows that consistently since 2012, a large number of parents believe funding comes from the state government or from Denver Public Schools. In 2014, only 7.4 percent of respondents correctly identified that funding comes only from a local sales tax. In 2014, there was a slight rise in the number of parents reporting they believed funds came from the federal government. This rise was also seen, more dramatically, amongst providers. As seen in Figure 32, 45 percent of providers believe DPP funding comes from the federal government, up from about 17 percent in the prior two years. Only 26.6 percent of providers accurately identified that the money only comes from a local sales tax. The sharp increase in those who believe the federal government provides funding for DPP could be explained by the highly public focus on preschool coming from the federal government in the past 12 months, with the President's Preschool for All initiative and his mention of this program in his 2013 State of the Union address.

Figure 31

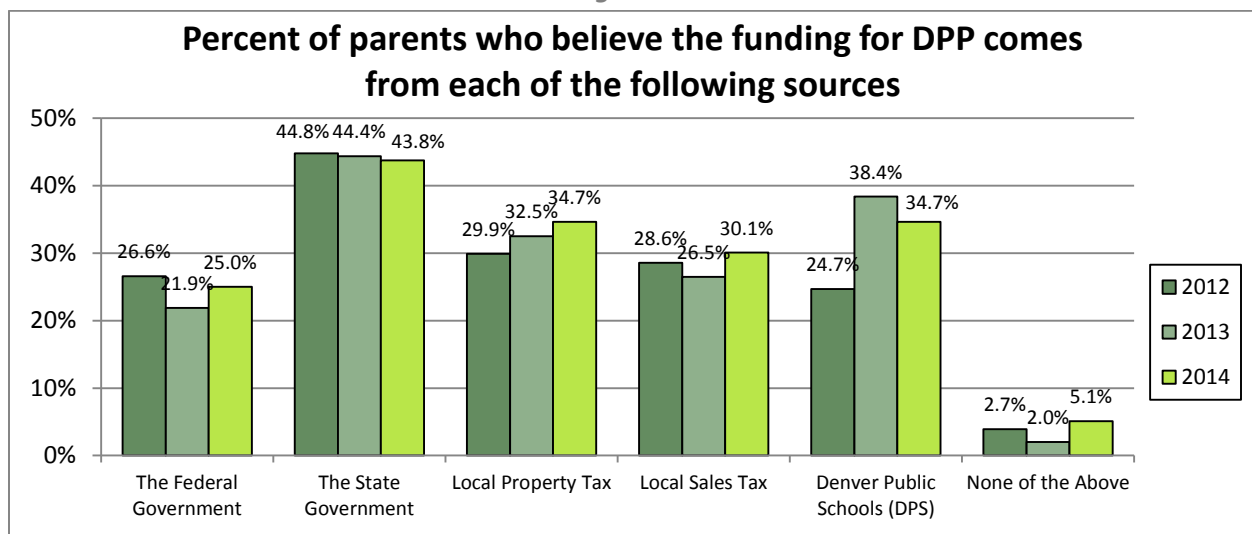


Figure 32

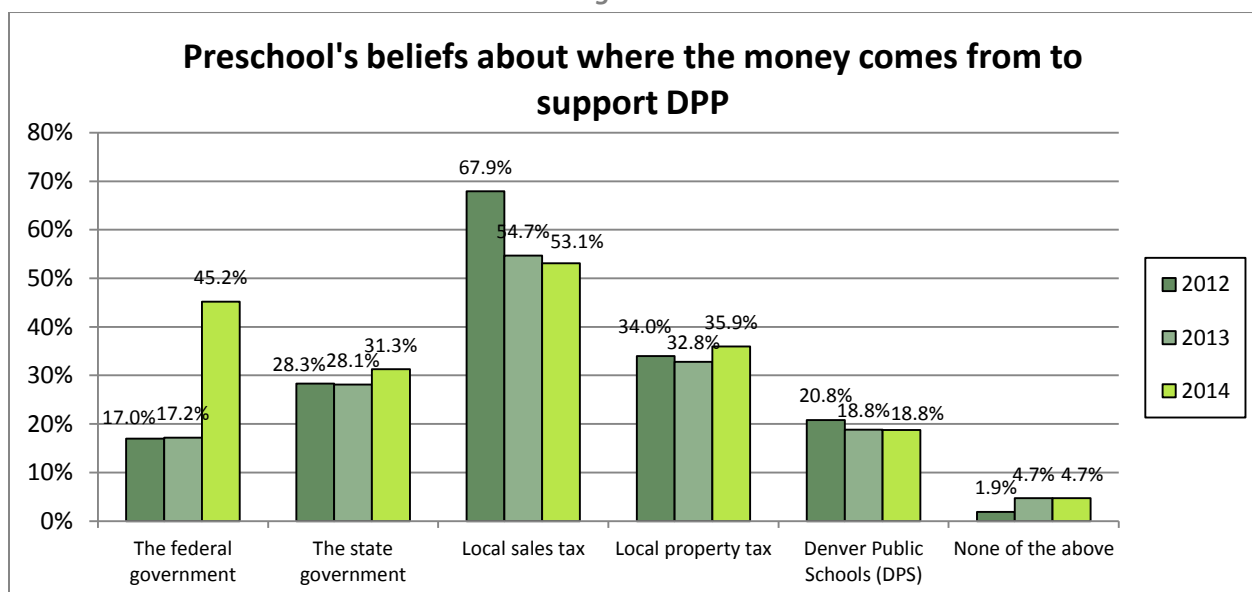
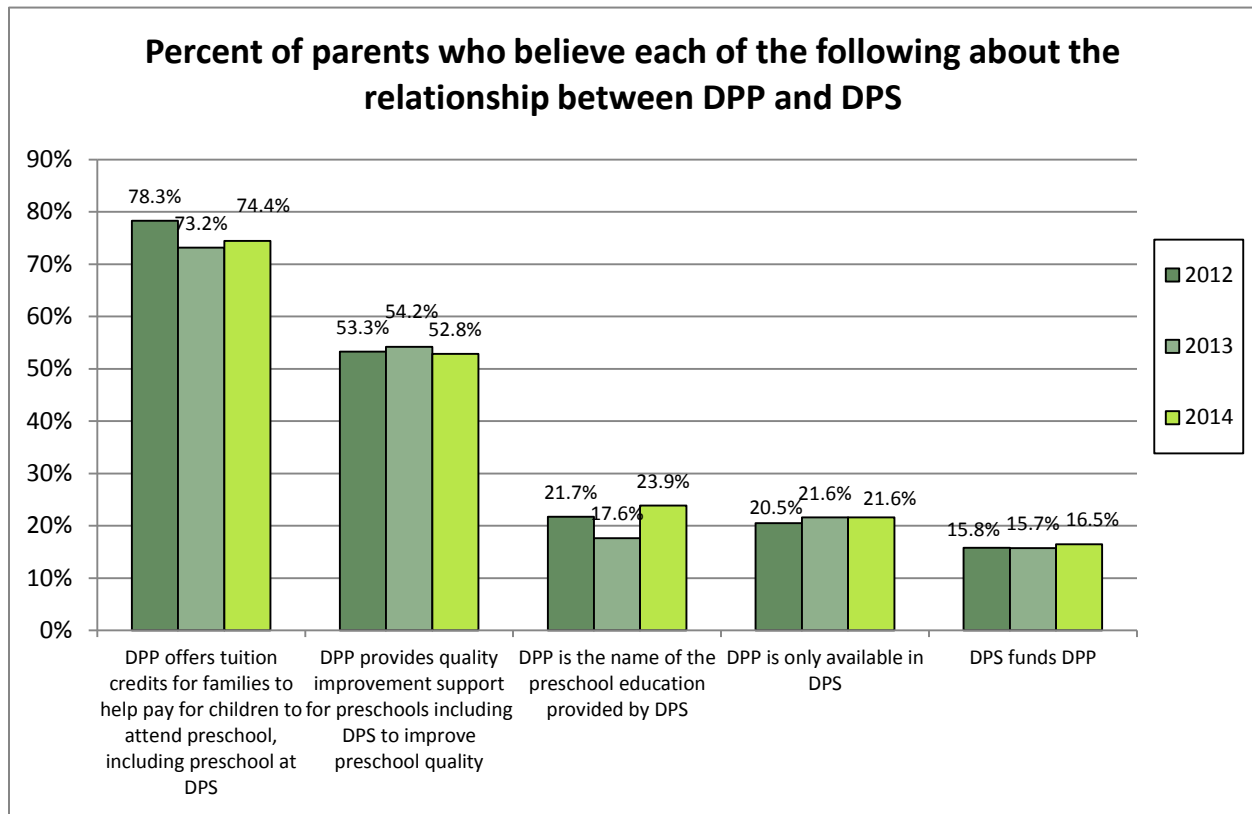




Figure 33 delves deeper into parents' understanding of the relationship between DPP and Denver Public Schools (DPS). Only 0.05 percent of respondents accurately identified that DPP offers tuition credits for preschool, including at DPS, *and* that DPP provides quality improvement support for preschools, including DPS.

Figure 33



Given that a significant number of parents get their information about DPP from providers, this data shows that there is a clear need to increase providers' knowledge about DPP to ensure that the information they are giving to parents is complete and accurate.



DPP Operations

The final key area that will be highlighted in this evaluation concerns DPP operations. Figure 34 shows how long parents reported waiting to receive notification of DPP approval. The number of parents waiting less than three weeks increased in 2014, to 48.4 percent, up from 37 percent in 2013. Figure 35 shows that the increased approval speed is mostly driven by community sites, with nearly 78 percent of families at community sites receiving notification in less than three weeks, compared to only 22.5 percent of DPS parents. Given that the DPP application for DPS parents is part of the larger DPS preschool application, DPP has very little control over this aspect of its operations.

Figure 34

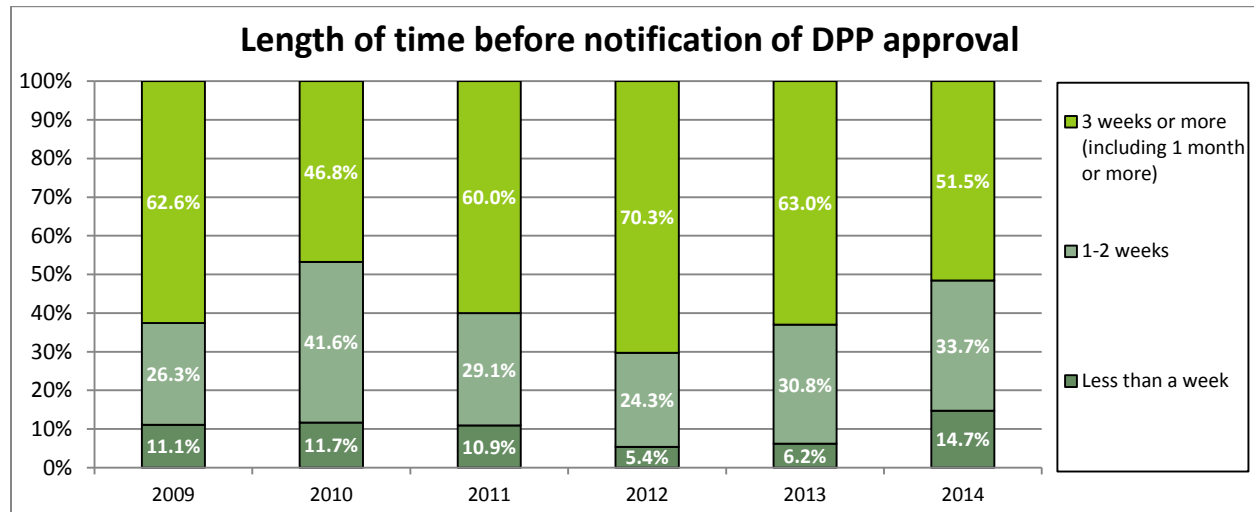
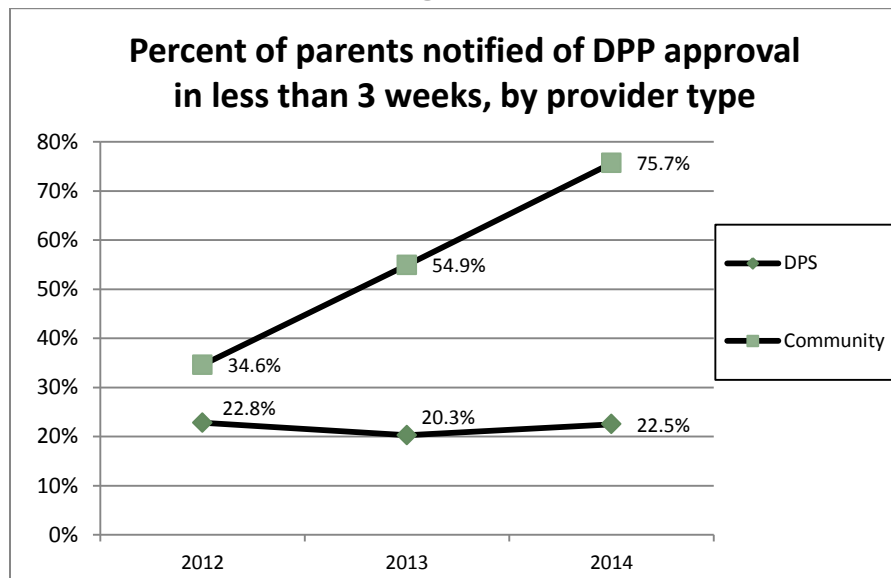


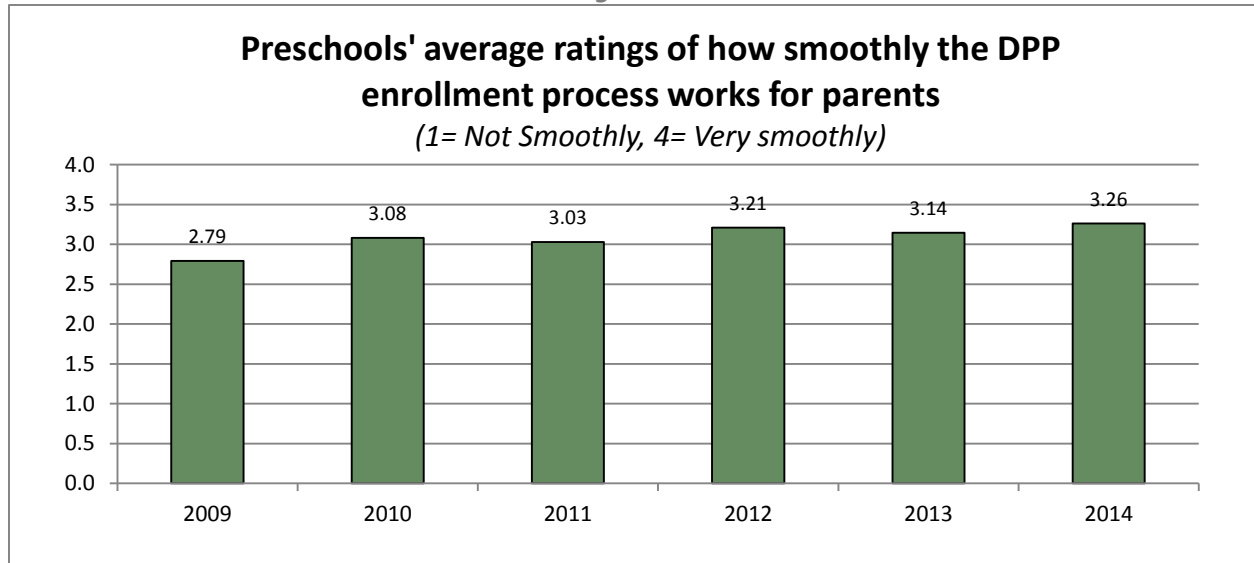
Figure 35





Preschools were also asked for their opinions of the enrollment process. Figure 36 shows that providers believe the enrollment process works fairly smoothly for parents. The average provider rating of the DPP parent enrollment process increased slightly compared to 2013.

Figure 36



Providers are also happy with the credit payment process, giving the process an average rating of 3.43, on a four-point scale, the highest rating since the program began (Figure 37). Additionally, providers are reporting that the tuition credits are almost always received in a timely manner (Figure 38).

Figure 37

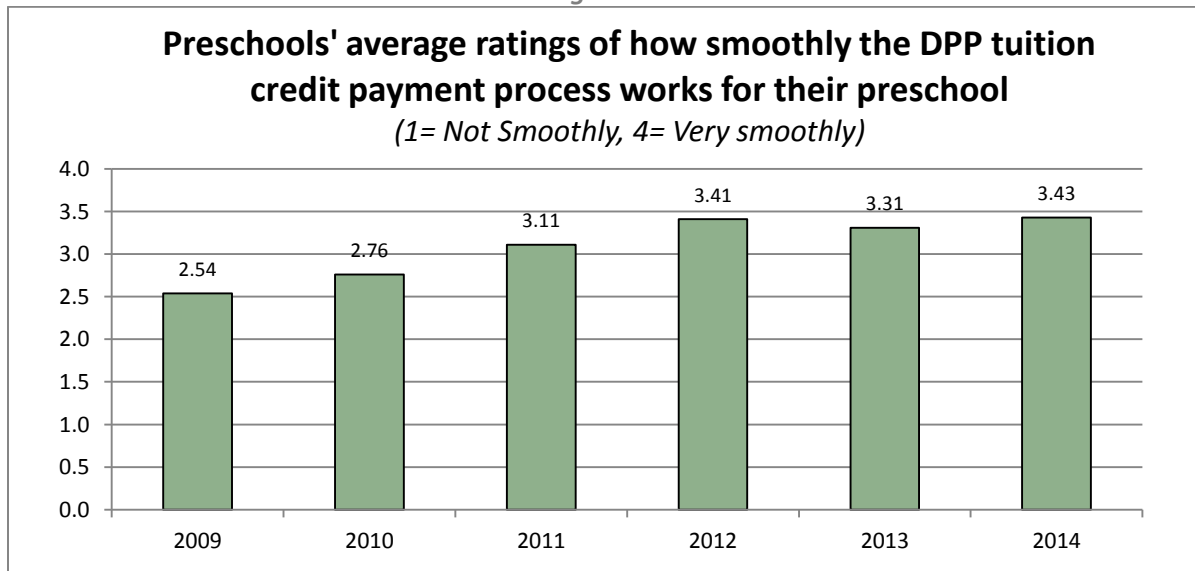




Figure 38

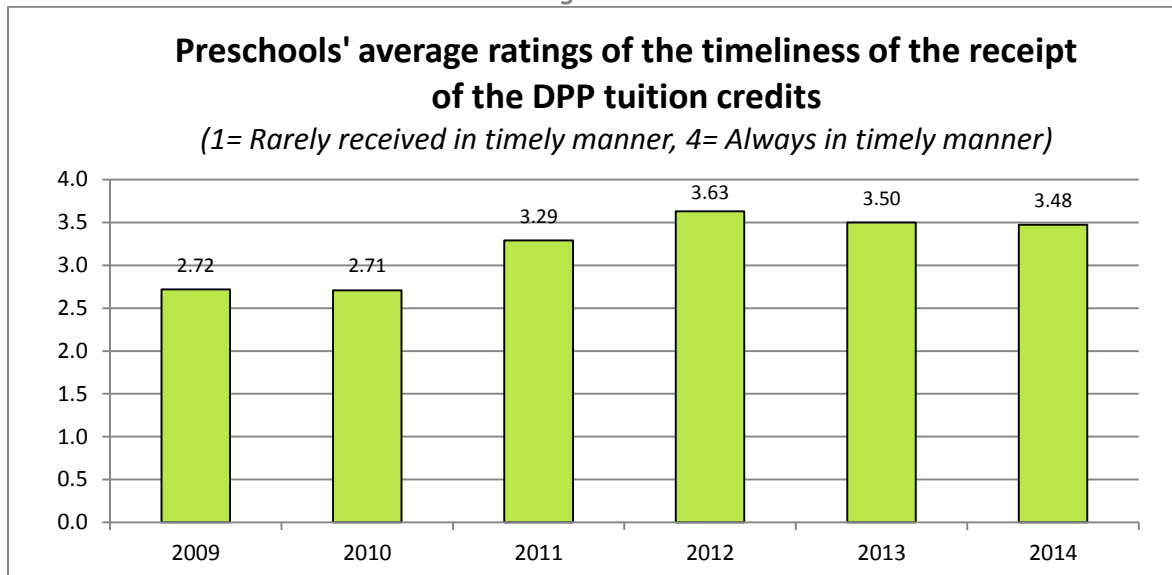
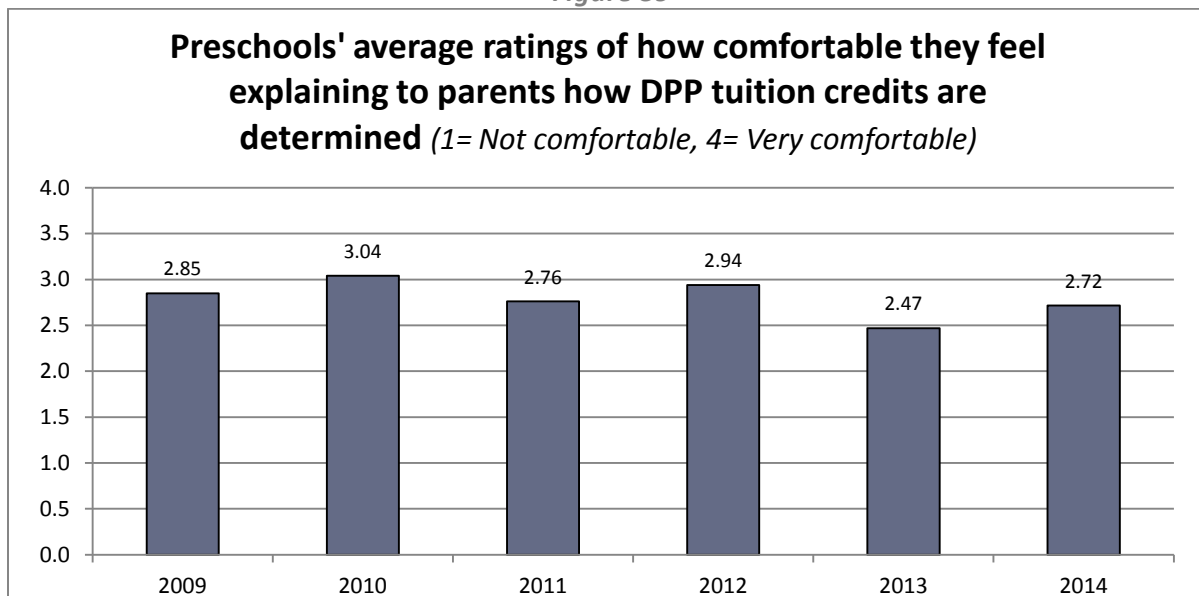


Figure 39 shows that providers are not completely comfortable explaining to parents how tuition credit amounts are determined. Although the 2014 rating increased over 2013, it is still lower than it was between 2009 and 2012, indicating DPP still has some work to do ensuring that providers fully understand how the DPP tuition credit is calculated.

Figure 39



Finally, Figure 40 and Figure 41 present providers' operational and policy concerns. Figure 40 shows that providers have very few operational concerns about DPP, with over 40 percent of providers reporting no concerns, the highest percentage in the programs history. Amongst those providers indicating an operational concern, most cited concerns with the fairness and/or accuracy of the rating process and the time/effort to prepare for the rating process. With the integration of CLASS into the rating system,



the fairness and accuracy issue may be addressed and it will be interesting to observe changes to this data in the coming years.

Figure 40

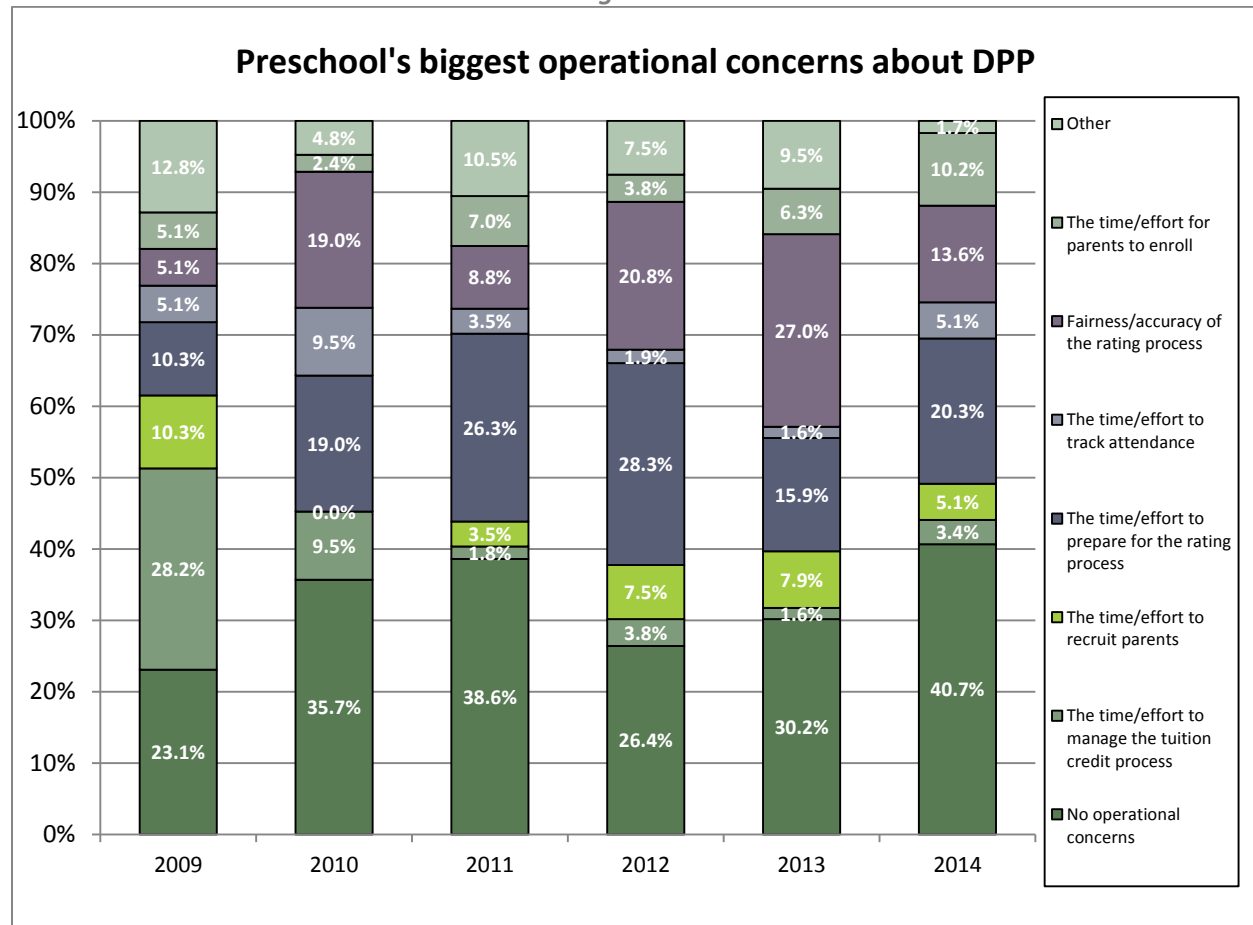
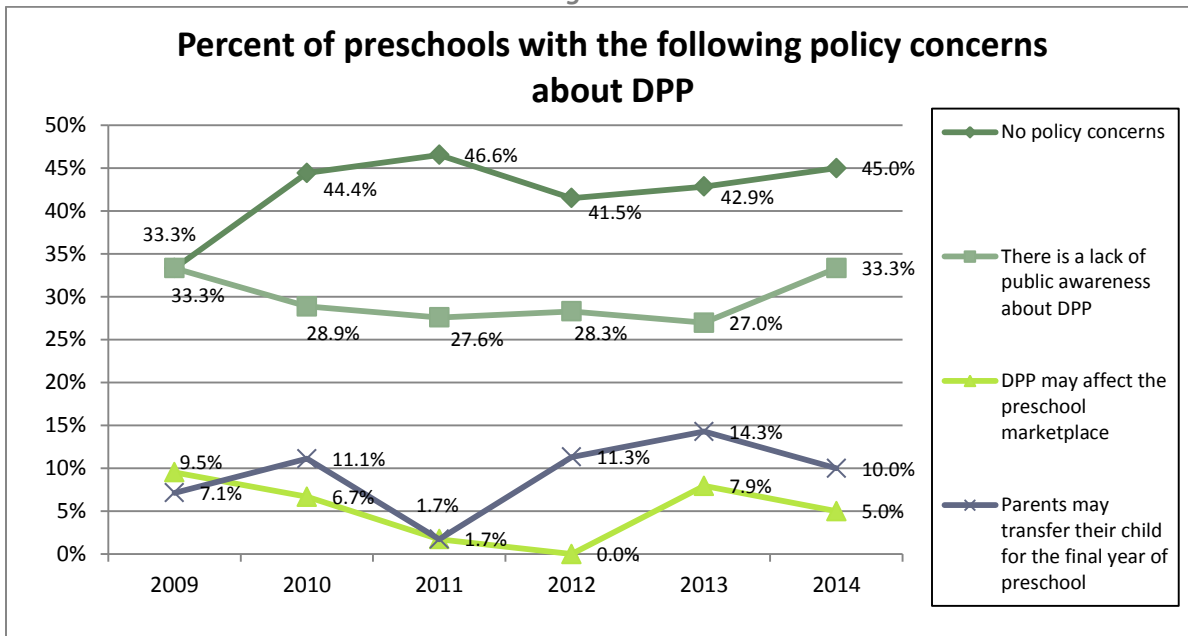


Figure 41 shows providers' policy concerns about DPP. Almost half of providers (45 percent) have no policy concerns, but one third of providers indicated a concern about the lack of public awareness about DPP. The number of providers indicating this concern increased 6 percent over 2013. This data and the data in the preceding charts indicates there is an opportunity for providers to be more engaged in sharing information with parents about DPP. Providers are a primary source of information for families, and they also recognize the lack of public awareness so they would likely be receptive to helping address this issue.



Figure 41





IV. Conclusion

The Denver Preschool Program (DPP) was approved by voters in 2006 to encourage families to enroll their 4-year-old children in quality preschool programs so that the children would be prepared to enter kindergarten ready to learn and increase the likelihood of their success in kindergarten and beyond. Since its first year of operation during the 2007-2008 school year, DPP has made significant progress toward these goals. In 2014, DPP achieved the following milestones:

- A total of 175 providers, operating at 252 sites, served as approved DPP providers.
- A total of 5,412 children in the 2013-2014 school year received approval for DPP tuition credits.
- Of the 252 sites, 207 have Qualistar™ ratings of 3 or 4 stars, the two highest ratings.
- The vast majority of DPP students attended top rated classrooms. In 2013-2014, over 92 percent of DPP students attended a 3- or 4-star classroom.
- In 2014, a total of 146 classrooms at 46 sites completed the re-rating process, bringing the total number of classrooms re-rated since 2010 to 701.

In its seventh year of operation, DPP staff, board members, and operating partners continued the program in an effective manner. DPP has been at the forefront of local and statewide conversations about the quality of preschool and the importance of school readiness, and other cities around the country have begun to show interest in learning from DPP as a model for their own programs.

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

- **DPP continues to provide high quality preschool to a majority of 4-year olds in Denver**, serving over 5,000 children each year.
- DPP continues to have a **positive impact on preschool quality** in Denver. Over 82 percent of DPP sites are rated as 3- or 4-star programs, and providers continue to rate highly the quality improvement supports offered by the program, especially the areas of professional development and training.
- Parents are focused on **teacher qualifications** and **positive teacher-child interactions** when considering a preschool for their child. In determining a preschool's reputation of quality, parents are more likely to rely on recommendations from people they know, and on broader community perceptions, than on the Qualistar Rating™.
- The **DPP tuition credit has a significant impact on the number of children enrolled in preschool** in Denver. This effect is greatest for lower income families. The tuition credit also has an impact on the number of parents able to work, to work longer hours, or attend school. Again, this impact was greatest for lower income families, and for children from black or Hispanic families.
- Parent's first **knowledge about DPP comes primarily from personal relationships** and experiences, such as from fellow parents. However, parents also hear about the program from preschool staff members, DPP staff, and the community, highlighting the importance of utilizing all these communication avenues.



- Parents and providers continue to **lack accurate information about where DPP funding comes from**, the reauthorization process, the relationship between DPP and Denver Public Schools, and how the DPP tuition credit is determined.
- DPP **operations continue to run fairly smoothly**, with providers indicating very few operational or policy concerns. They also report that tuition payments are received in a timely manner. Parents report that the length of time they are waiting for notification of DPP approval continues to decrease.



Appendix A: DPP Evaluation Questions and Detailed Findings

In the Fall of 2007, DPP and the evaluation team developed a set of evaluation questions. These questions were refined in 2013 to take into account changes in DPP operations and procedures. The current evaluation questions are listed in Table A1 below. The questions are designed to track the effectiveness of the theory of action for the DPP program and they guide the yearly evaluation of the program.

Table A1

DPP Evaluation Questions	
A. Information and Knowledge about DPP: What do families know about DPP and how accurate is that knowledge?	
1. Are parents informed about the existence of DPP and about how to apply for the tuition credits?	
2. Are parents aware of the goals of DPP? Are parents aware that DPP is distinct from DPS?	
3. Are parents aware of how DPP is funded?	
4. Does this knowledge 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 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?	
1. Does the availability of the preschool tuition credits encourage families to enroll in the program?	
2. Do families opt for higher quality programs because of the tuition credits?	
3. Is family behavior in these areas influenced by income level or the language spoken by the parent?	
D. Quality Improvement: Do quality improvement resources change the quality of participating preschool programs?	
1. Did the number of rated and/or accredited programs change as a result of the DPP QI program?	
2. Did the quality of participating programs increase as a result of DPP?	
3. Did changes in quality vary by provider type or star rating?	
E. Child Development: What is the impact of 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)? Is attendance at higher-quality preschool programs associated with greater kindergarten readiness?	



The following 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, E1 through 4, are addressed in a separate report prepared by the Clayton Early Learning Institute, and in a memo produced by APA addressing TCAP results for the 2008-2009 and 2009-2010 cohorts. Answers to a given evaluation question come from both parents and providers, and were 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.

A. Information and Knowledge about DPP Outreach

What do families know about DPP and how accurate is that knowledge?

In 2012, over 70 percent of parents reporting waiting 3 weeks or more before notification of DPP approval. In 2013 notification times reduced, and in 2014 this trend continued, with only slightly more than 50 percent of parents waiting 3 weeks or more, as can be seen in Figure A1. Figure A2 shows that in 2014, the extended length of time for notification is driven primarily by DPS providers.

Figure A1

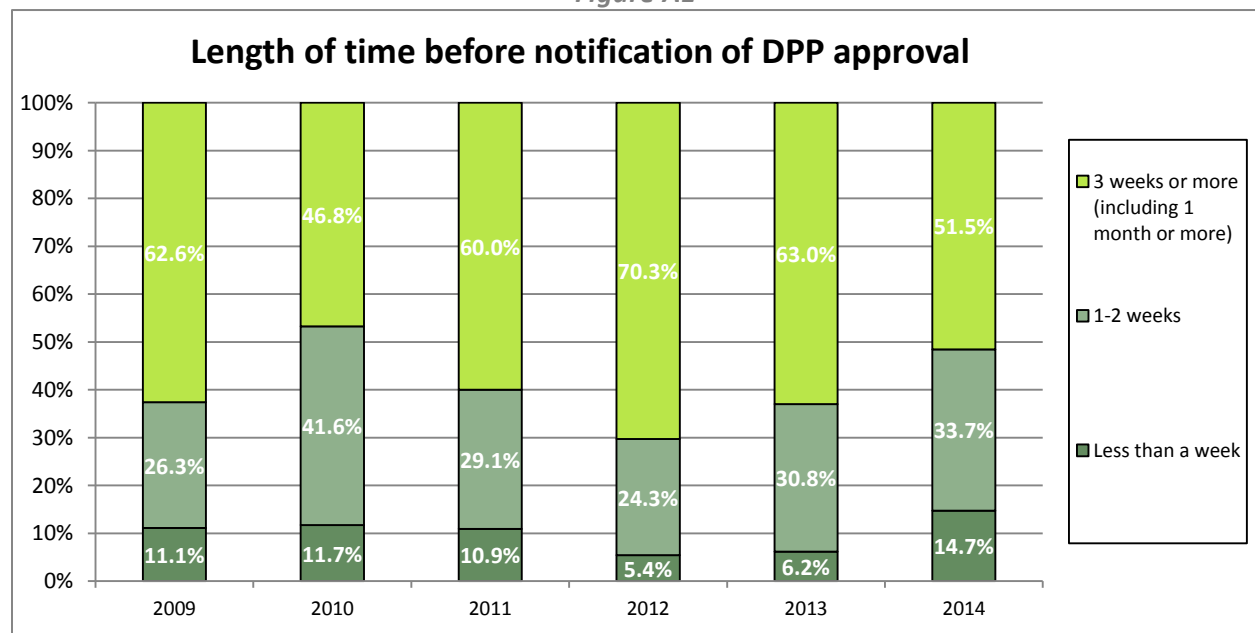
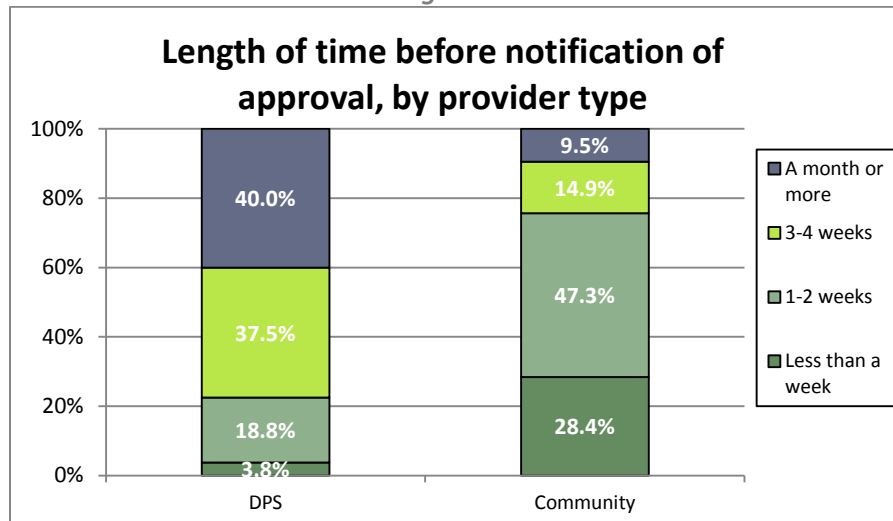


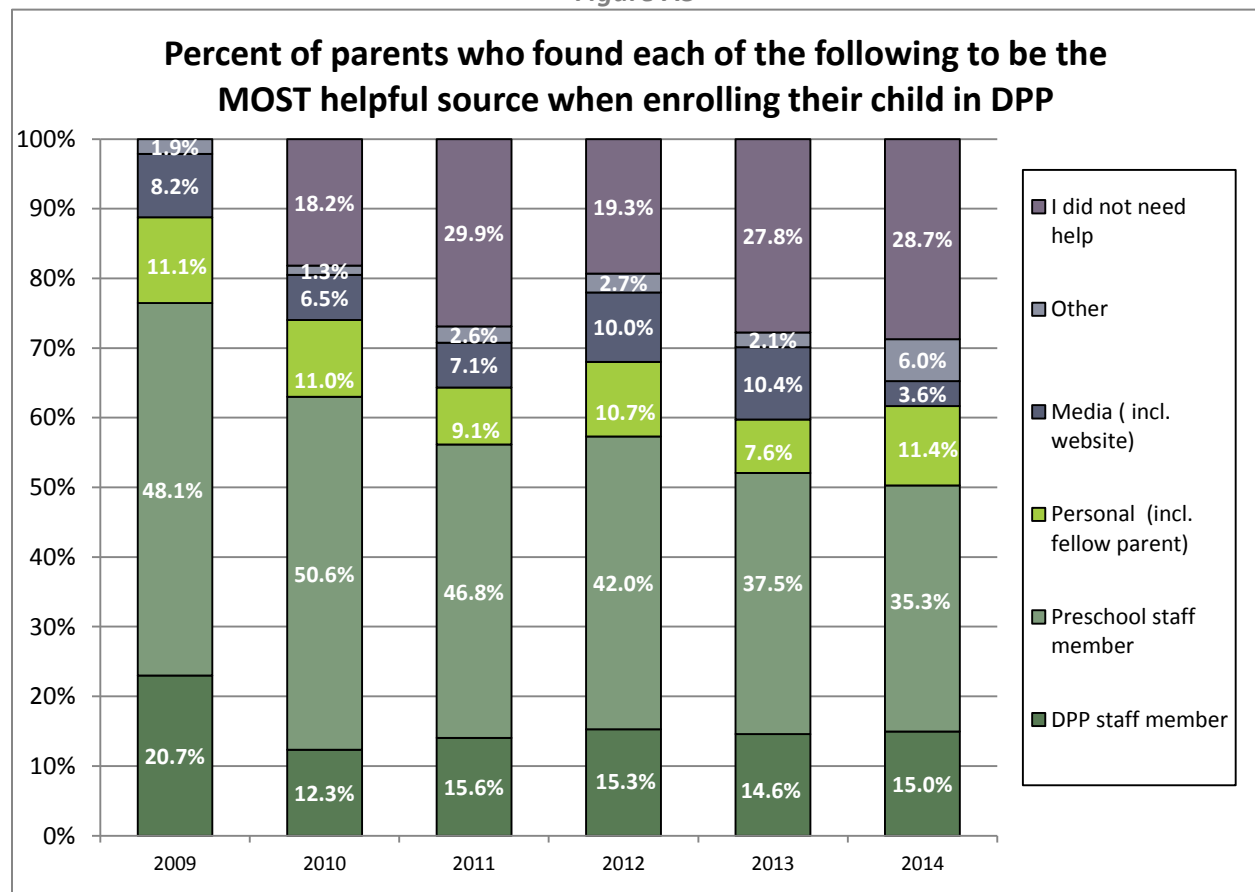


Figure A2



An increasing number of parents report not needing any help when enrolling their child in DPP. Data from 2014 is consistent with what was reported in 2013. Among those seeking help, the most likely source was preschool staff members, followed by DPP staff members, as seen in Figure A3.

Figure A3





In 2014, parents reported that they first heard about DPP primarily through a personal relationship/experience. Figure A4 shows that in 2014, nearly 7 percent of parents first heard about DPP from a DPP staff member, up from only 1.4 percent in 2013.

Figure A4

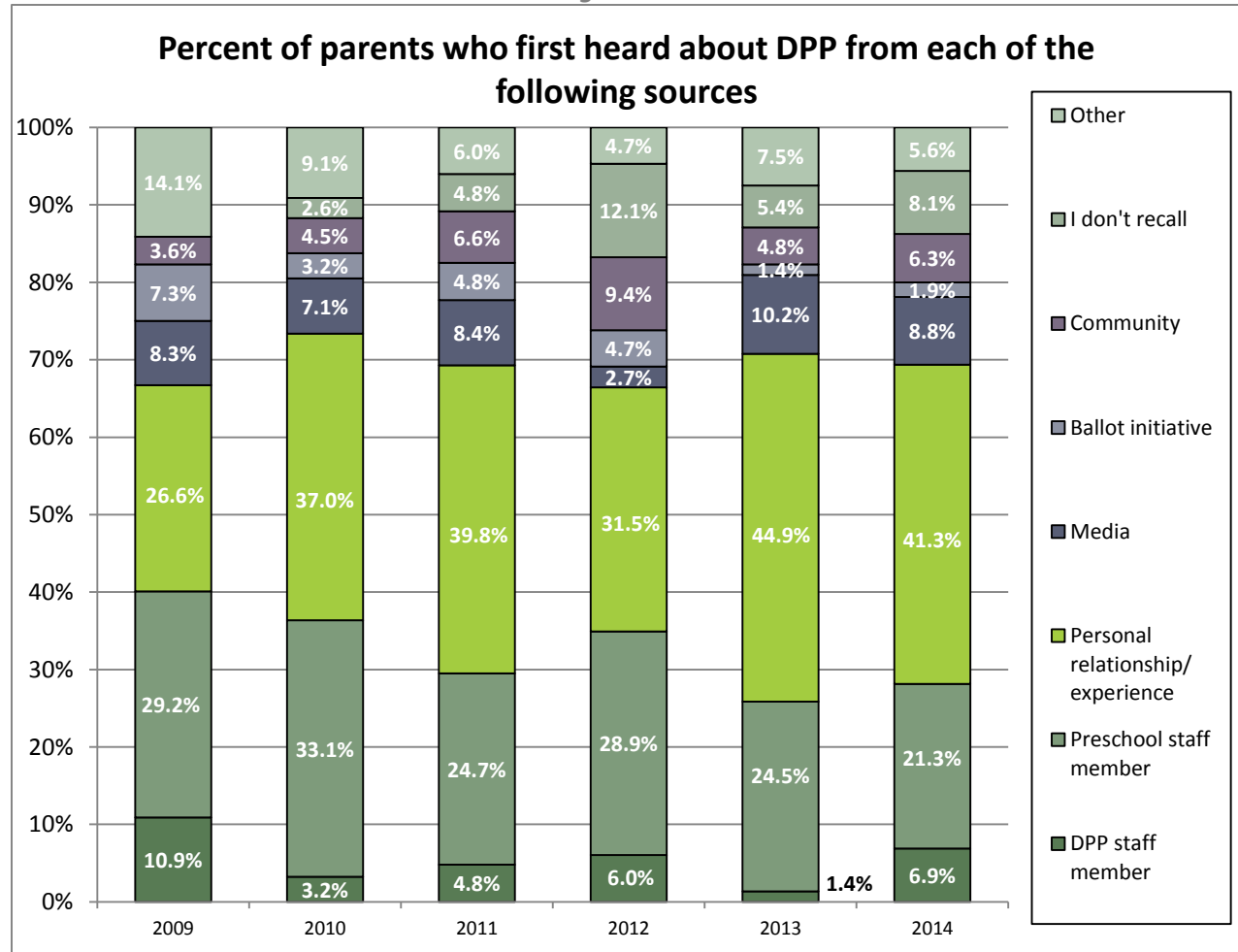
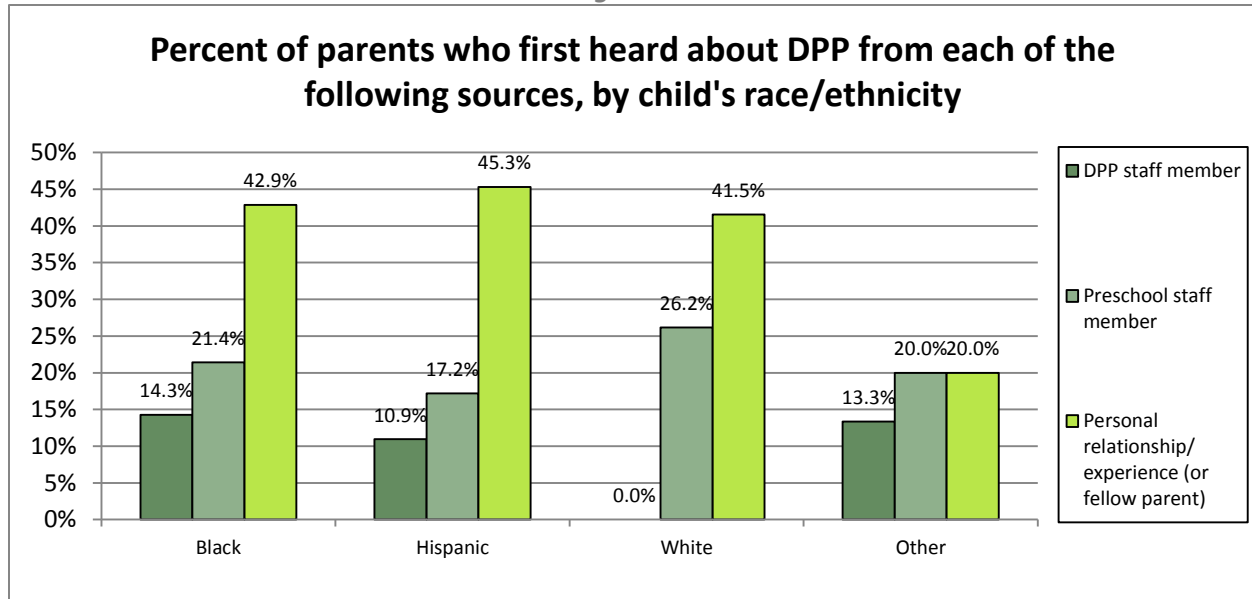




Figure A5 breaks down this data by race/ethnicity, and shows that white families are slightly more likely to hear about DPP from a preschool staff member, but no white families first heard about DPP from a DPP staff member.

Figure A5





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?

The percent of parents seeking assistance as they applied to DPP declined in 2014, after a small increase in 2013. As displayed in Figure A6, less than 20 percent of parents needed assistance when applying. Figure A7 shows that among those who did seek and receive assistance, they rated the assistance very good, with a slight increase over last year, receiving the highest rating since the program began.

Figure A6

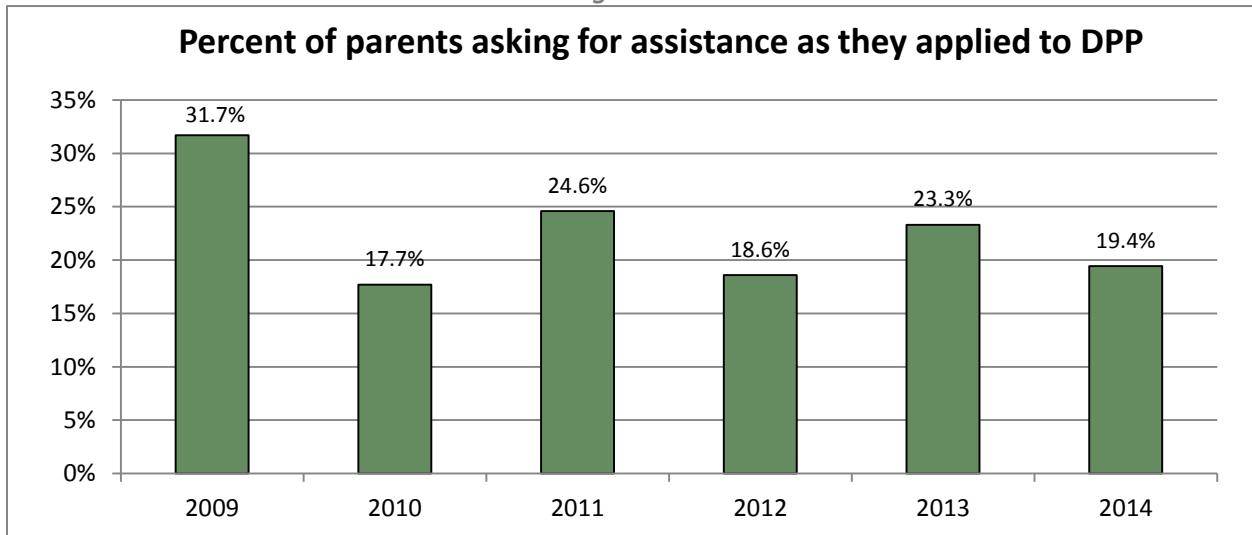
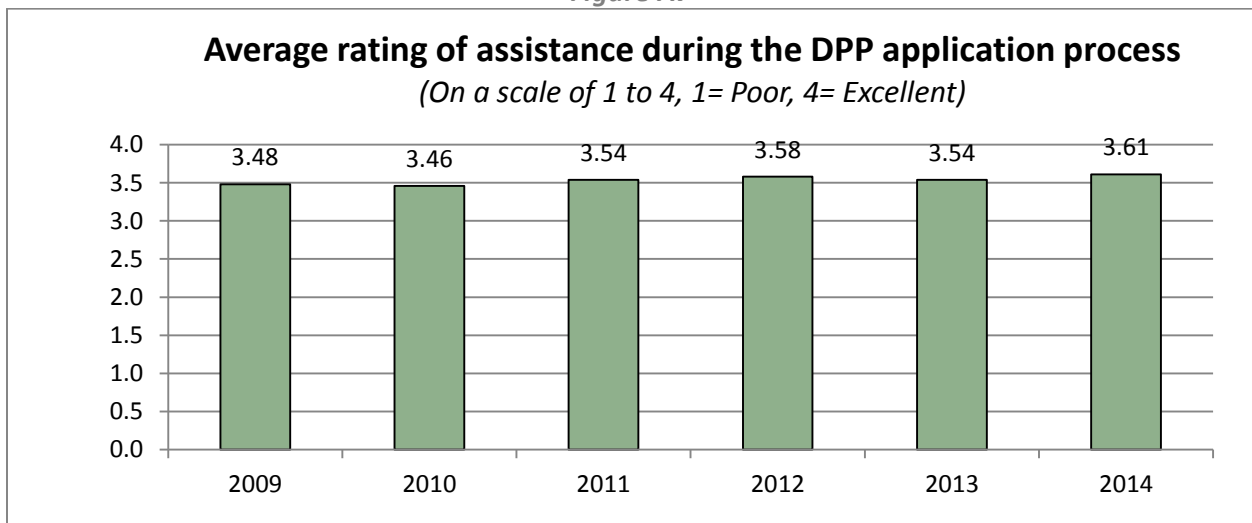


Figure A7



Amongst providers, only 35 percent asked for administrative assistance from DPP during 2014, a slight increase from 2013, but a number that has been fairly consistent over the past 4 years, as seen in Figure



A8. Figure A9 shows that those seeking assistance rated that assistance as fairly useful. This is consistent with the last two years.

Figure A8

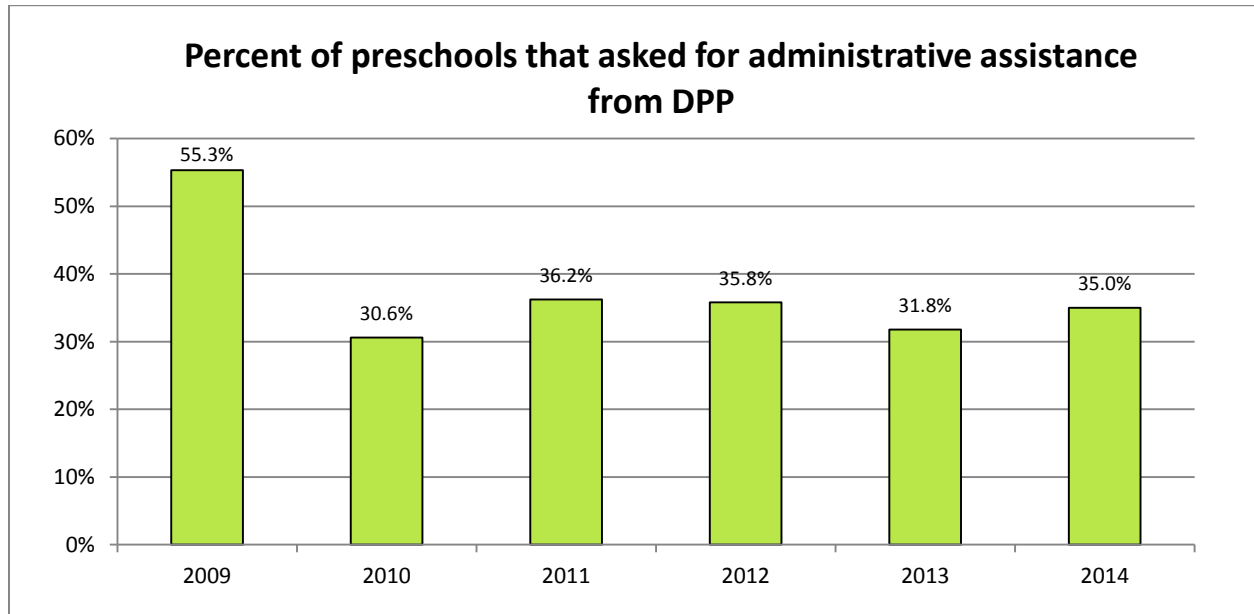
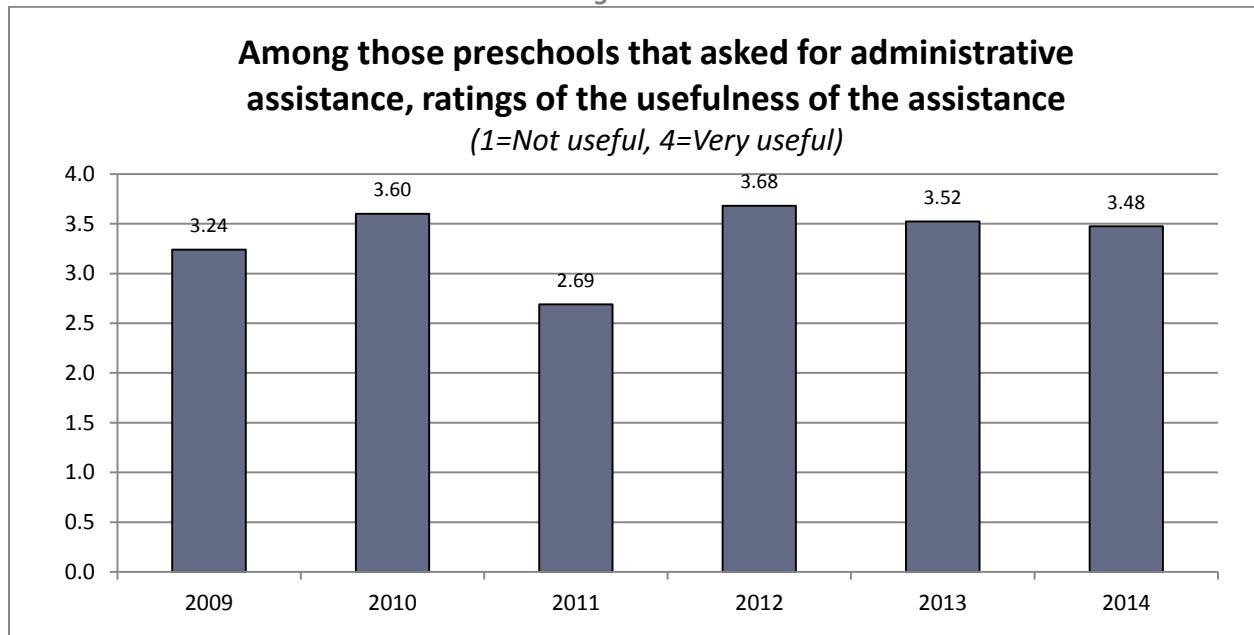


Figure A9

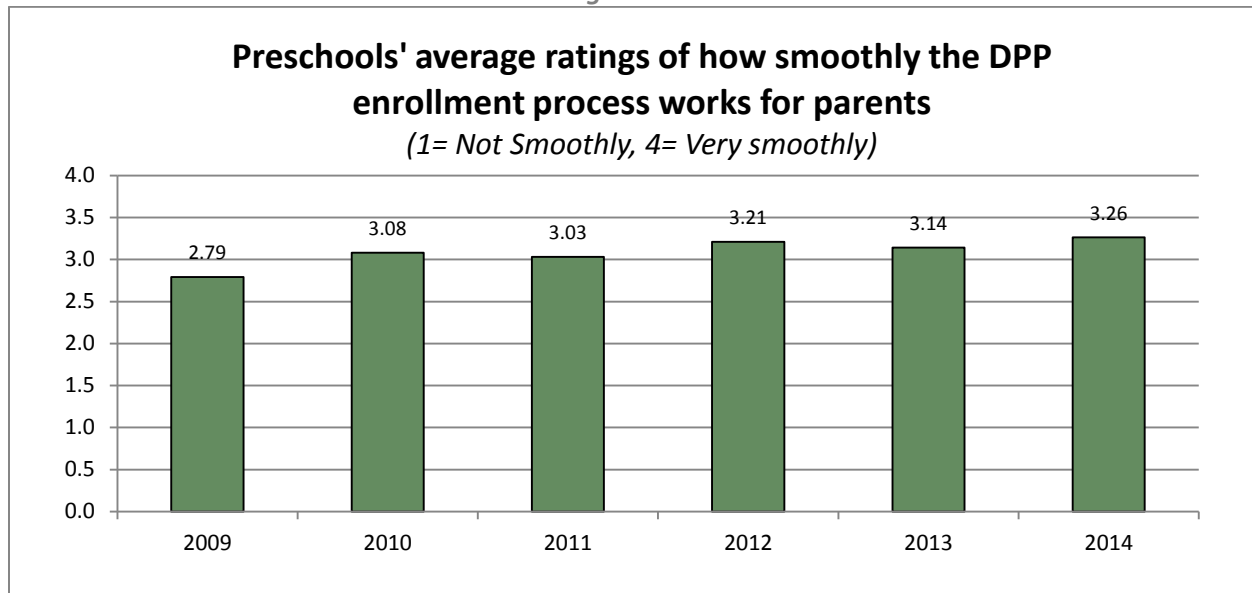


Overall, providers are positive about DPP operations. Provider ratings related to the enrollment process continued to be high, as seen in Figure A10. Provider ratings of how smoothly the tuition credit process



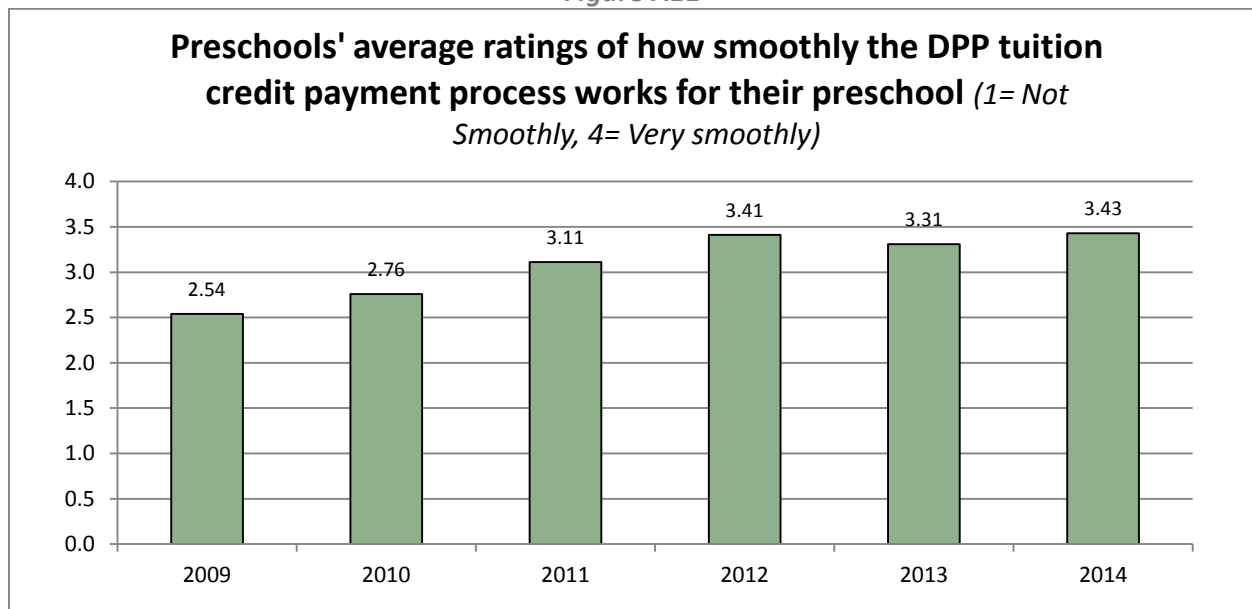
works for them saw a small increase in 2013, as seen in Figure A11, receiving the highest rating since the program began.

Figure A10



We did not ask this question to DPS sites after 2010.

Figure A11

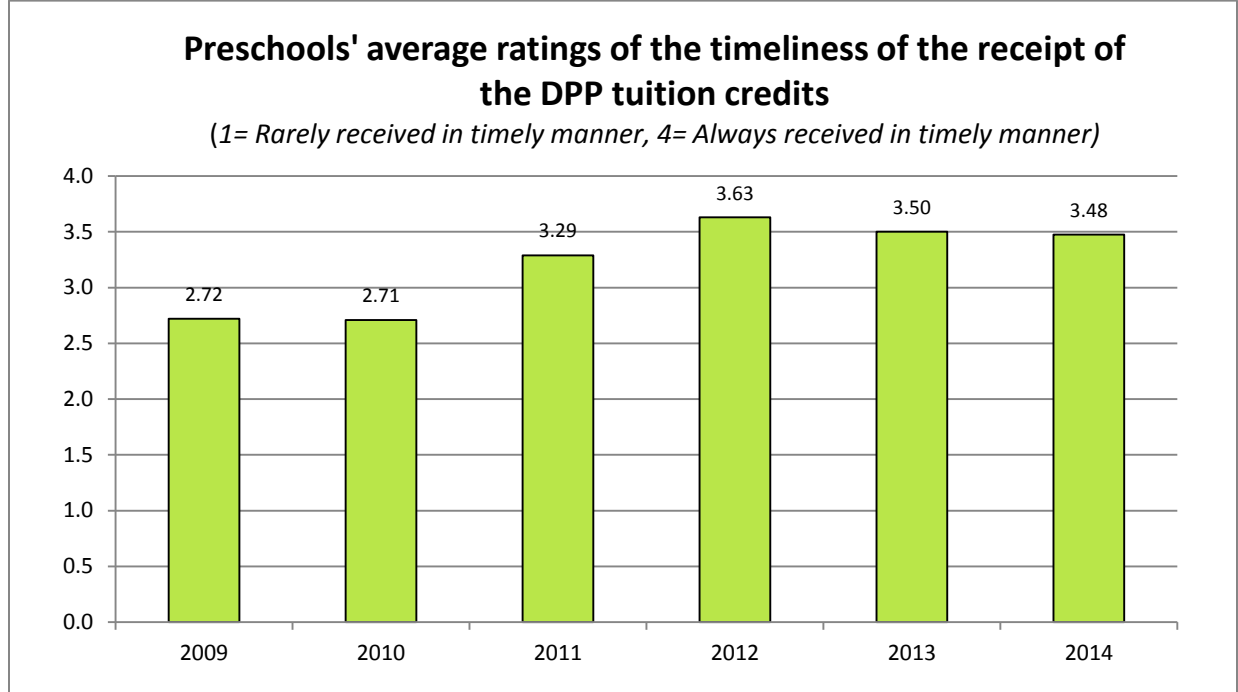


We did not ask this question to DPS sites after 2010.

Providers reported that payments are received in a timely manner (Figure A12), but they also reported that they were still not completely comfortable explaining how the tuition credits are determined, as seen in Figure A13.

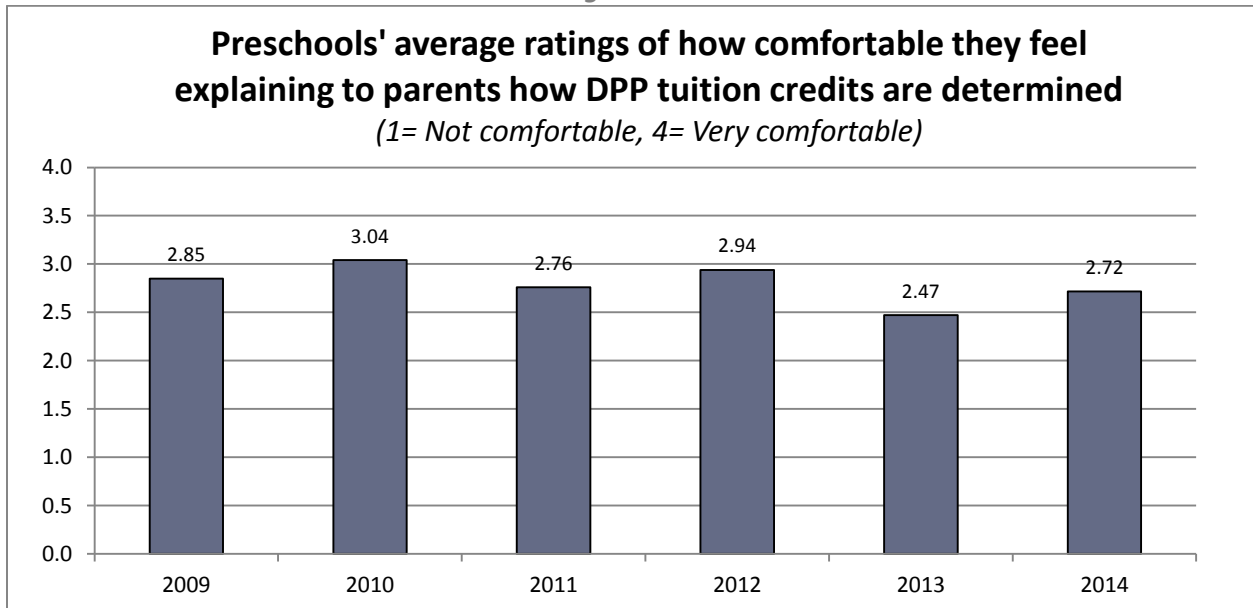


Figure A12



We did not ask this question to DPS sites after 2010.

Figure A13





C. Tuition Credits

Do tuition credits encourage parents from all income levels to send their 4-year-old children to high-quality preschools?

The DPP tuition credit was shown to have influenced both the decision to enroll children in preschool, and the number of hours of preschool attendance. Figure A14 shows that just over two-thirds of parents report that they would still have enrolled their child in preschool without the credit, down from a high of nearly 80 percent in 2012. This indicates that almost one third of DPP children would not have attended preschool without the tuition credit.

Figure A14

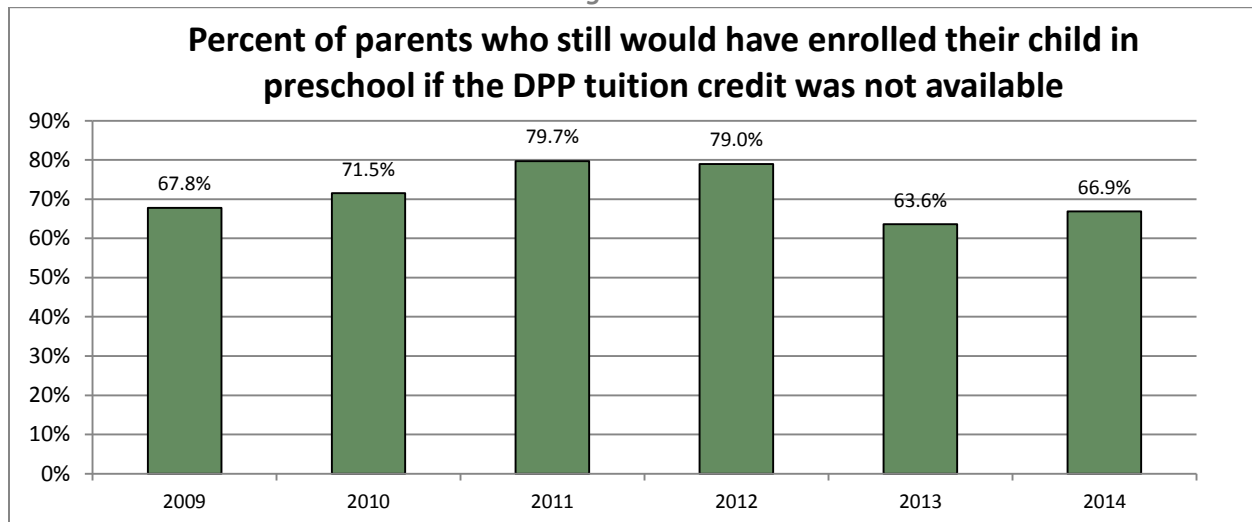


Figure A15 breaks down this data by income tier and illustrates that the lowest income tier families are more likely to rely on the tuition credit to enroll their child in preschool, compared to the higher income families. Figure A16 illustrates this data by race/ethnicity, with black and Hispanic families much less likely than white families to enroll without the tuition credit families. These two charts illustrate the larger impact that the DPP tuition credit has on low income and minority families.



Figure A15

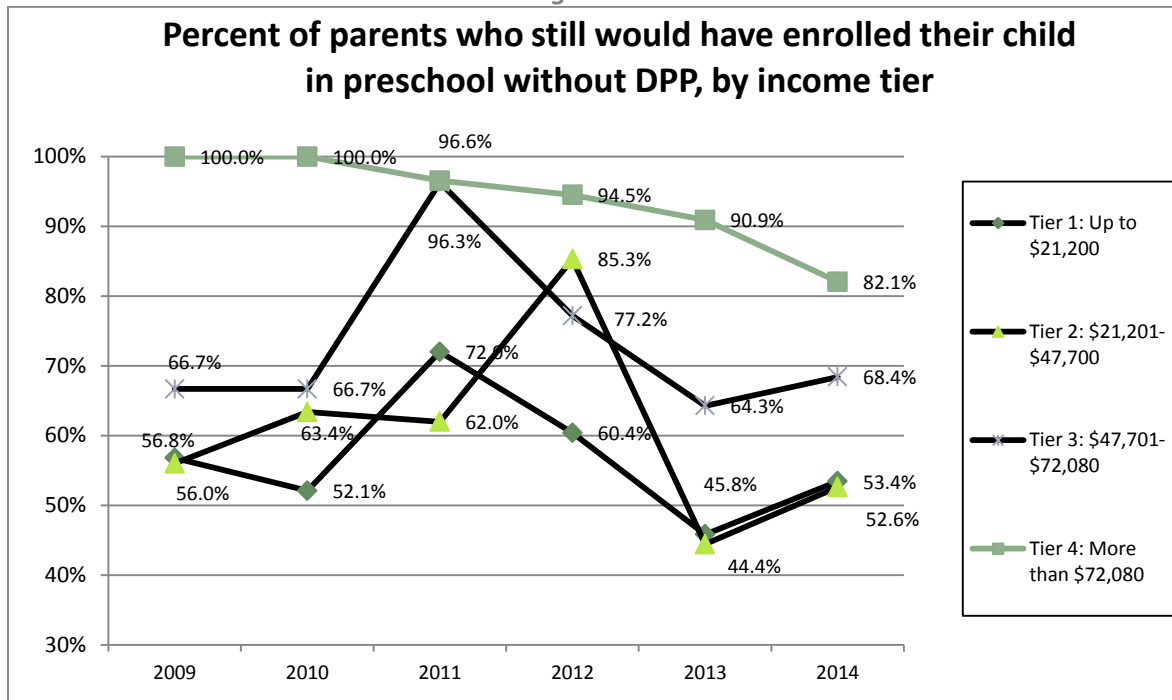
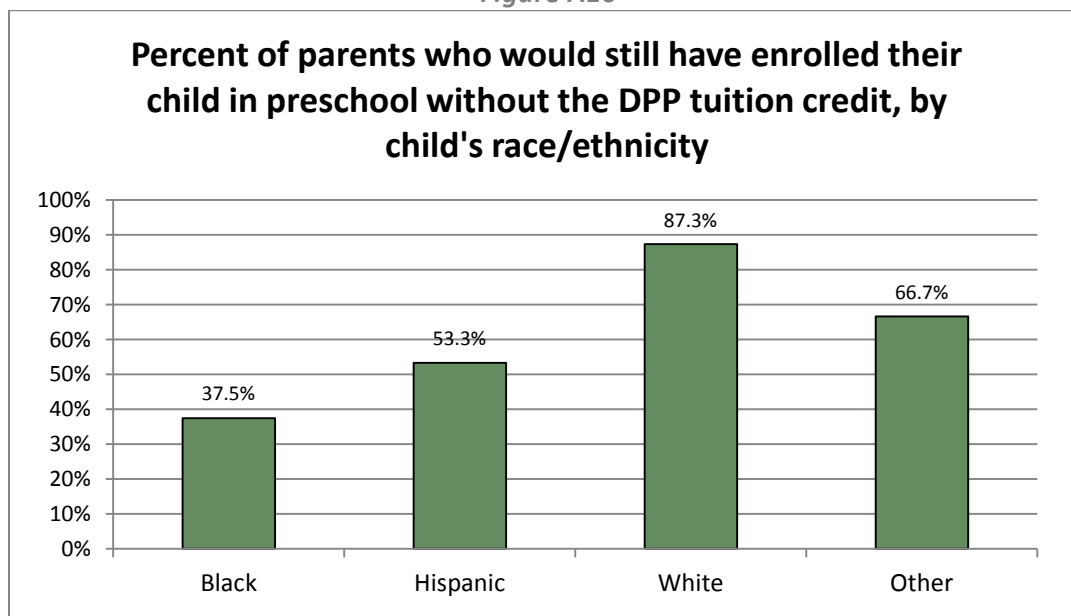


Figure A16



The tuition credit also influences the number of hours children are enrolled in preschool, especially for low income and black or Hispanic families. Figure A17 shows that over 56 percent of the lowest income families increased their child's hours in preschool as a result of DPP, while Figure A18 shows that over 56 percent of black and over 46 percent of Hispanic families increased their child's preschool hours, compared with only 18 percent of white families.



Figure A17

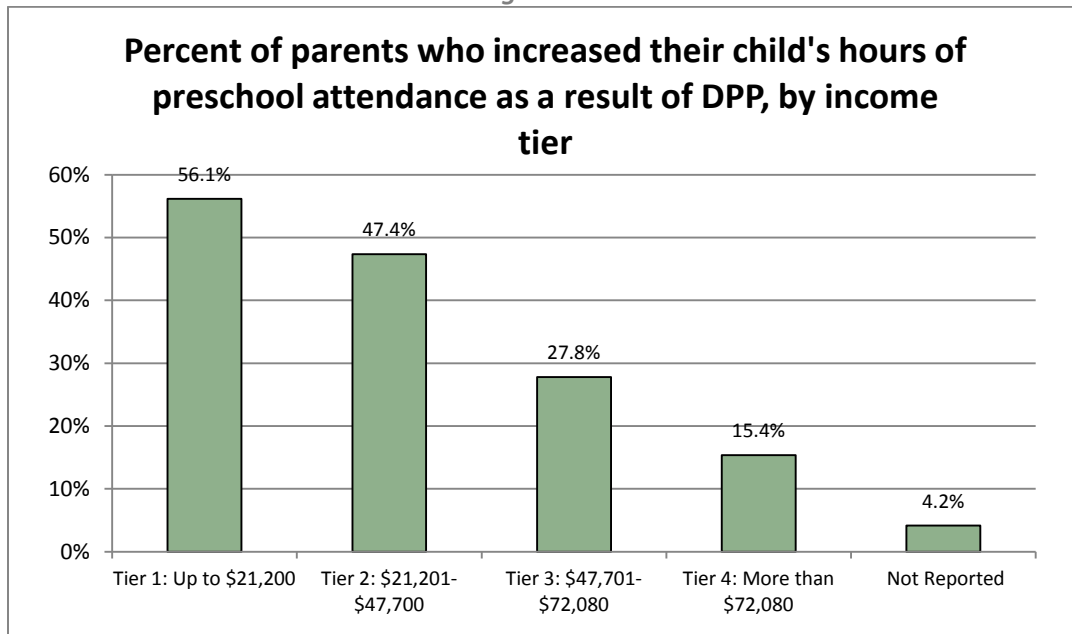
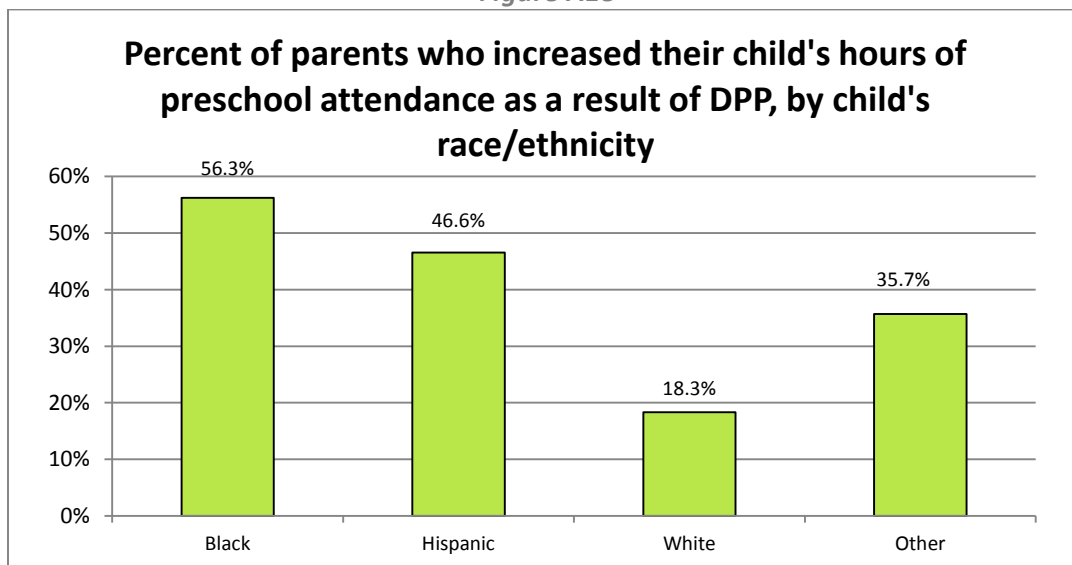


Figure A18



In addition to helping parents enroll their child in preschool for longer hours, the tuition credit also helps parents keep children continuously enrolled in preschool, throughout the year. As shown in Figure A19, nearly 90 percent of parents reported this, with over 98 percent of parents in the lowest income tier, and 97 percent of parents in income Tier 2 reporting the tuition credit helps them keep their child continuously enrolled (see Figure A20).



Figure A19

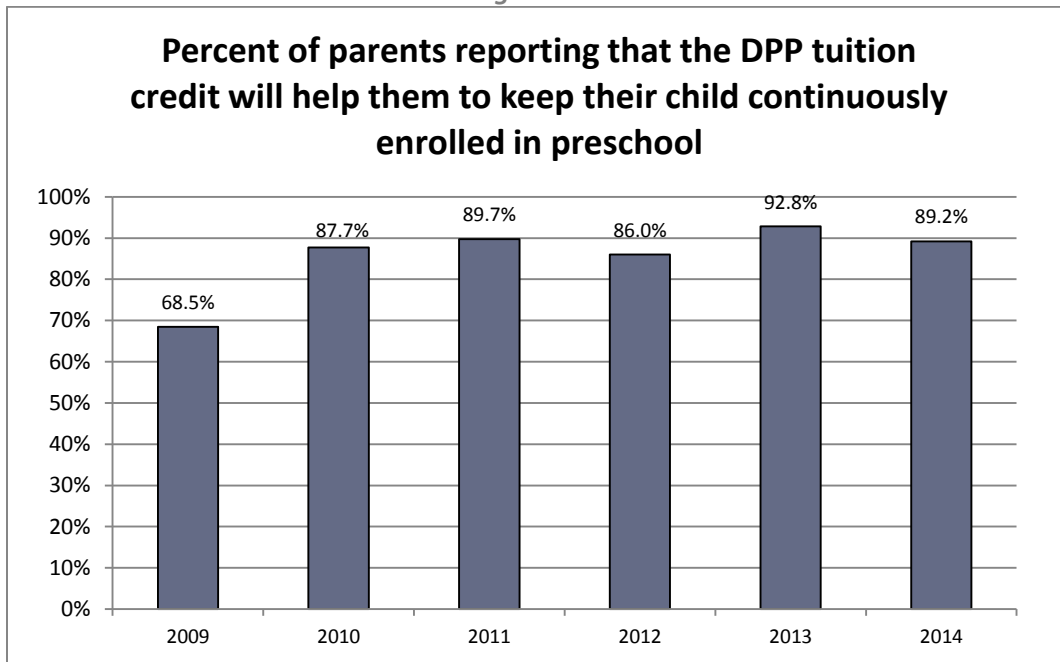
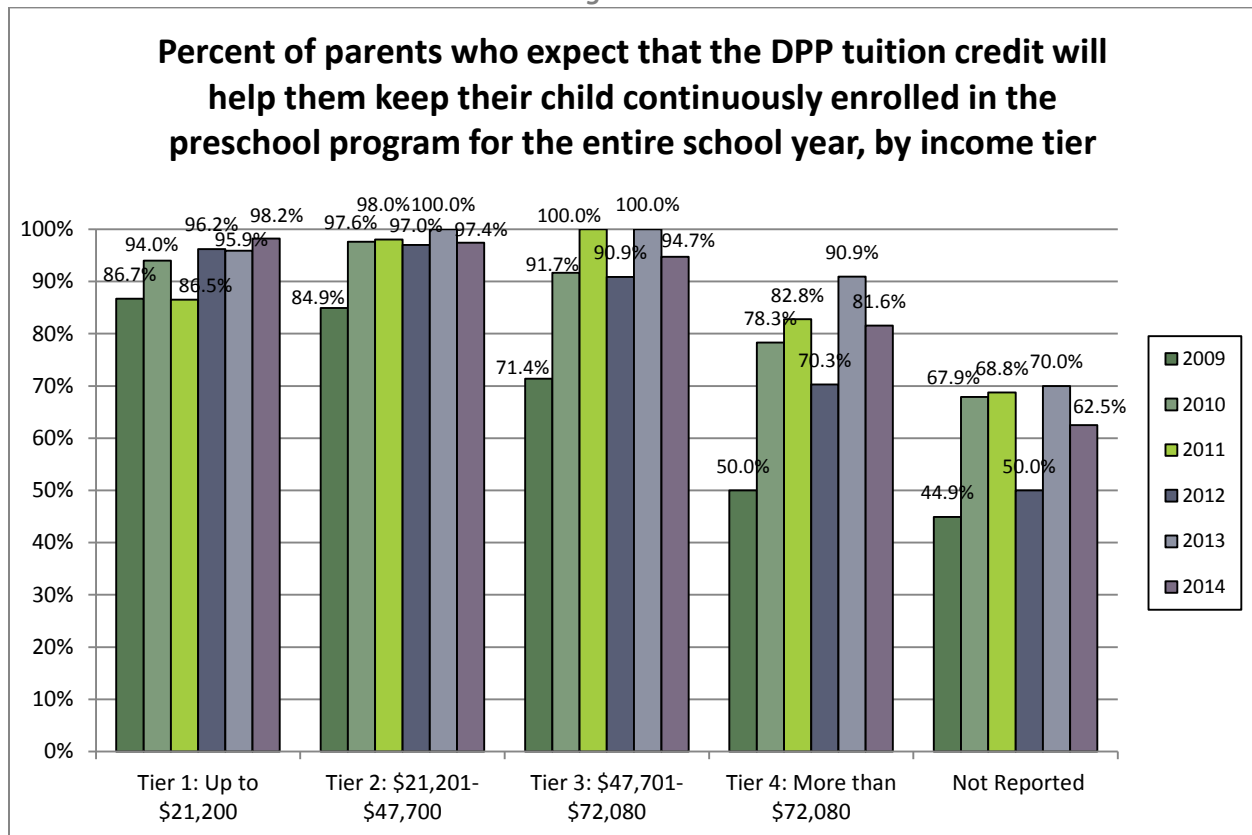


Figure A20





The tuition credit also has an impact on choice of preschool. Nearly 30 percent of parents reported that the tuition credit influenced their choice of preschool, as seen in Figure A21. Figure A22 shows that this number is even higher among parents who would not have enrolled their child without the DPP tuition credit.

Figure A21

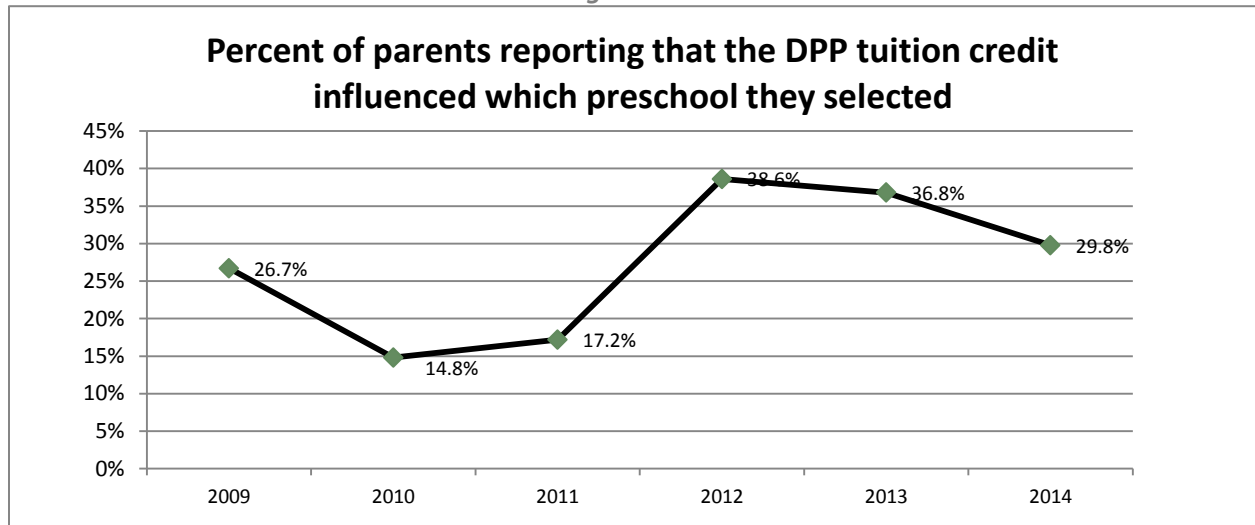
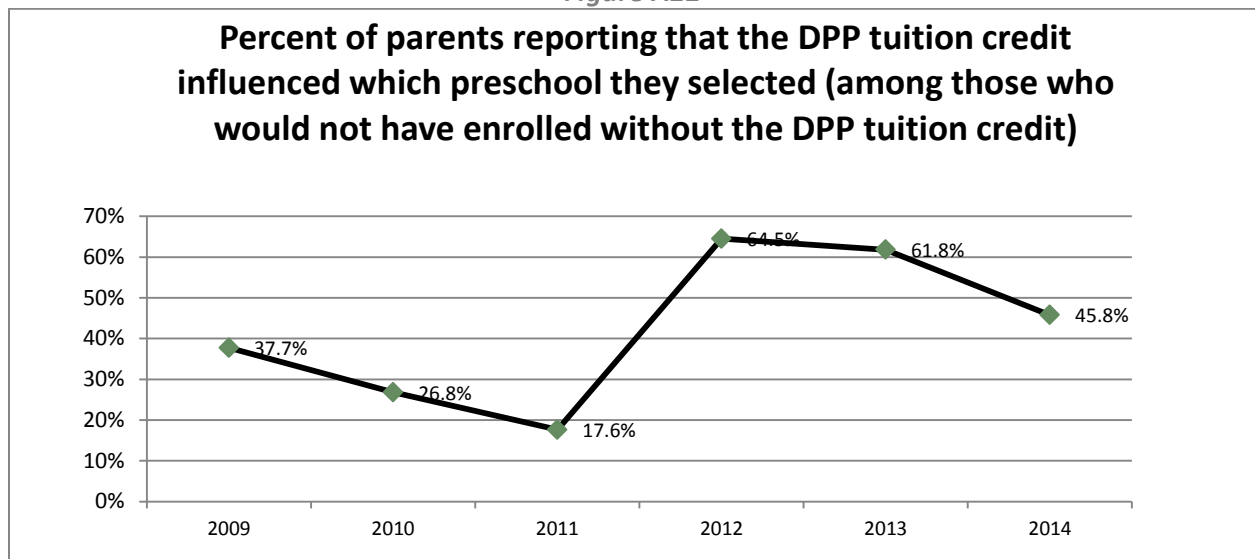


Figure A22



The impact of the tuition credit on school choice is seen to vary widely by income level and race/ethnicity. As shown in Figure A23, over 43 percent of Hispanic families reported that DPP influenced their choice of preschool, compared to under 17 percent of white families.



Figure A23

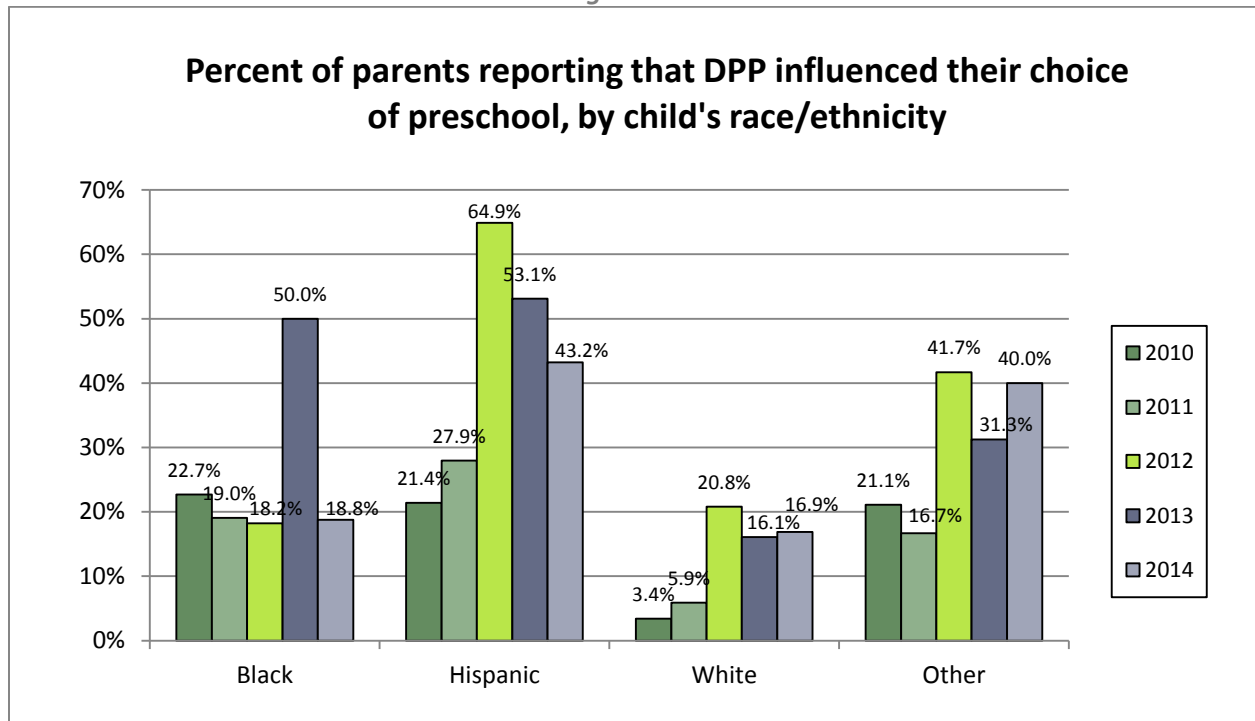
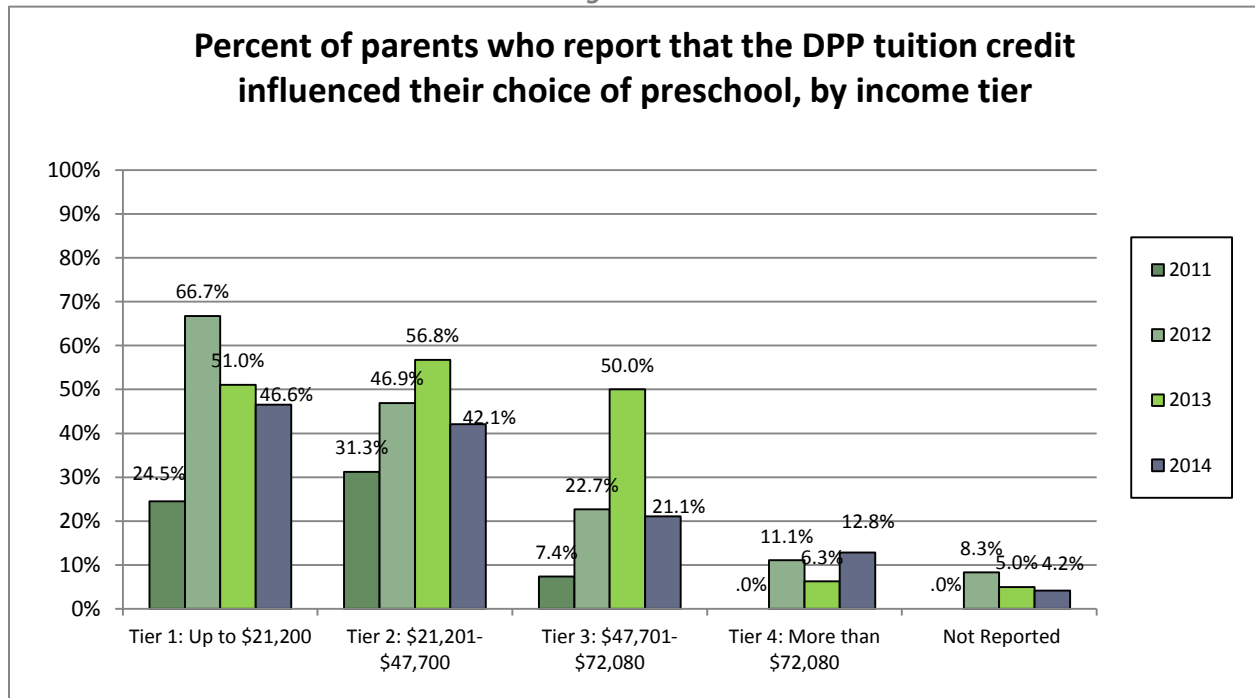


Figure A24 shows that around 40 percent of parents in the Tier 1 and 2 income categories reported that the tuition credit influenced their preschool choice, compared to under 13 percent of parents in the highest income category.

Figure A24





Preschools reported making a number of changes as a result of DPP. As shown in Figure A25, preschools reported modifying professional development, modifying their curriculum, modifying hiring standards, and increasing the number of staff. Only five providers reported increasing the number of preschool classrooms and only four reported increasing hours, perhaps reflecting that in the sixth year of the DPP program, providers have already made these structural changes and are now more focused on conceptual changes, such as professional development and curriculum. While these results are similar to 2013, the number of providers overall reporting making a change did decrease slightly, as can be seen in Figure A26.

Figure A25

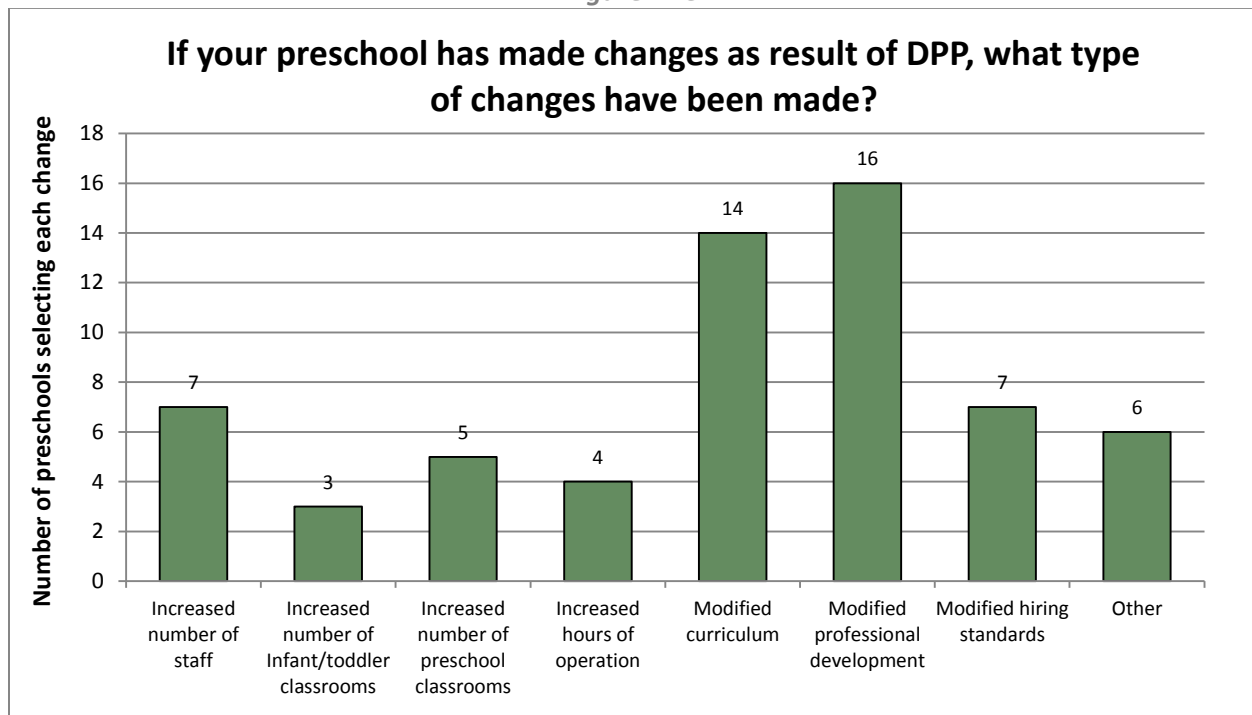
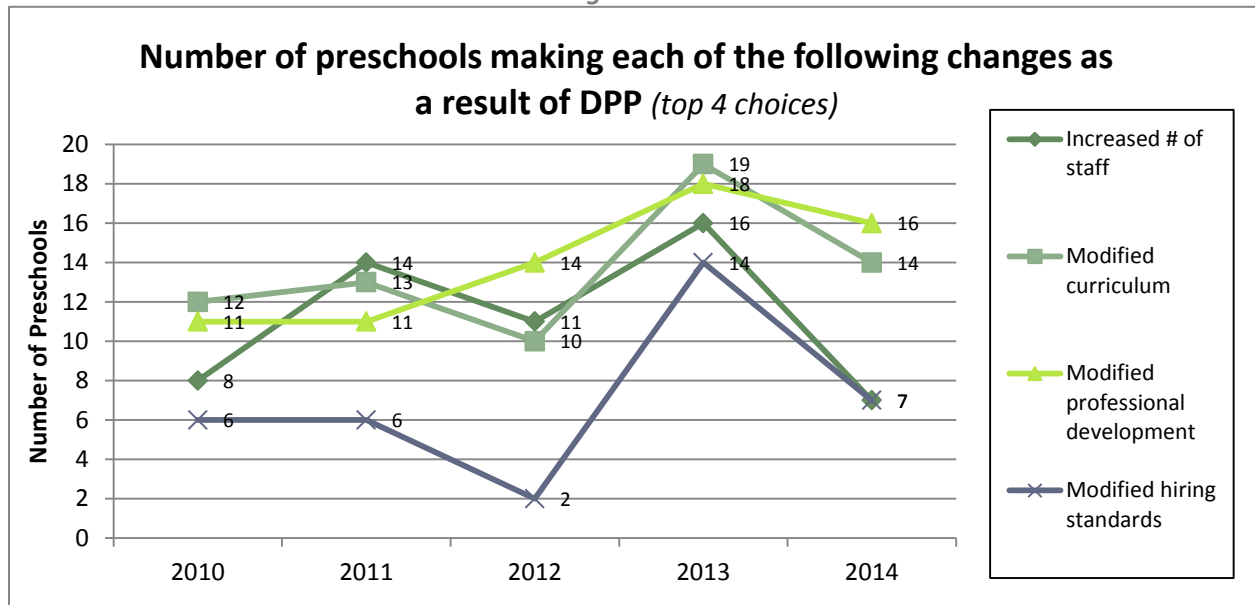


Figure A26

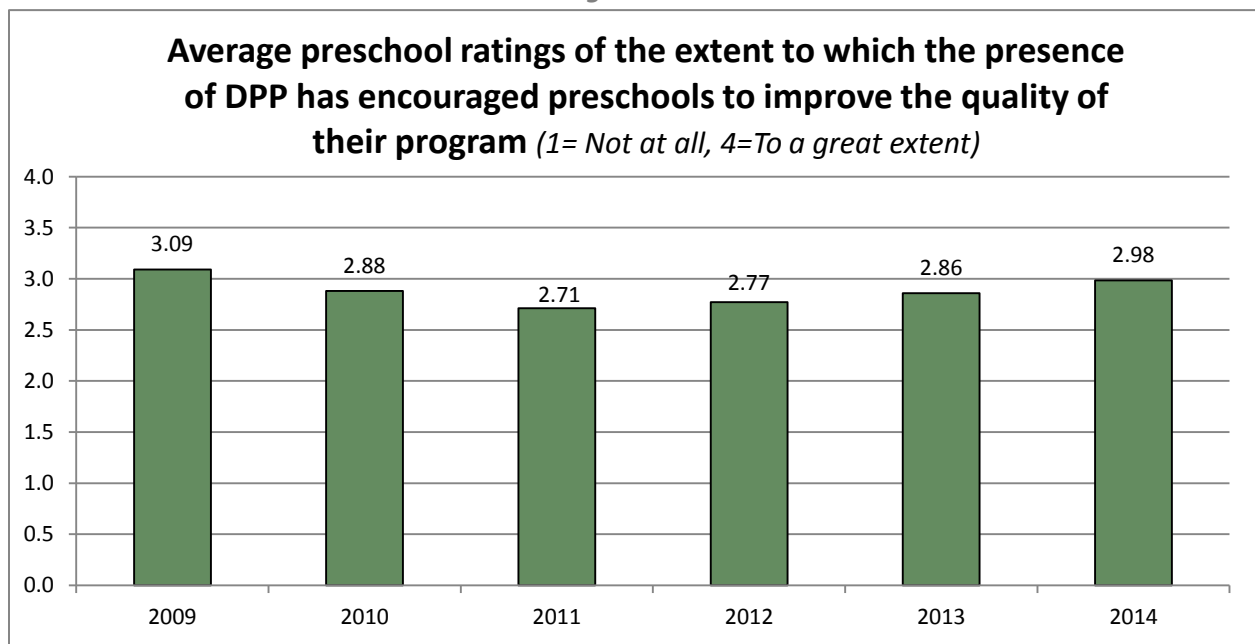


D. Quality Improvement

Do quality improvement resources change the quality of participating preschool programs?

In 2014, providers continued to report that the presence of DPP has encouraged them to improve the quality of their program, as shown in Figure A27.

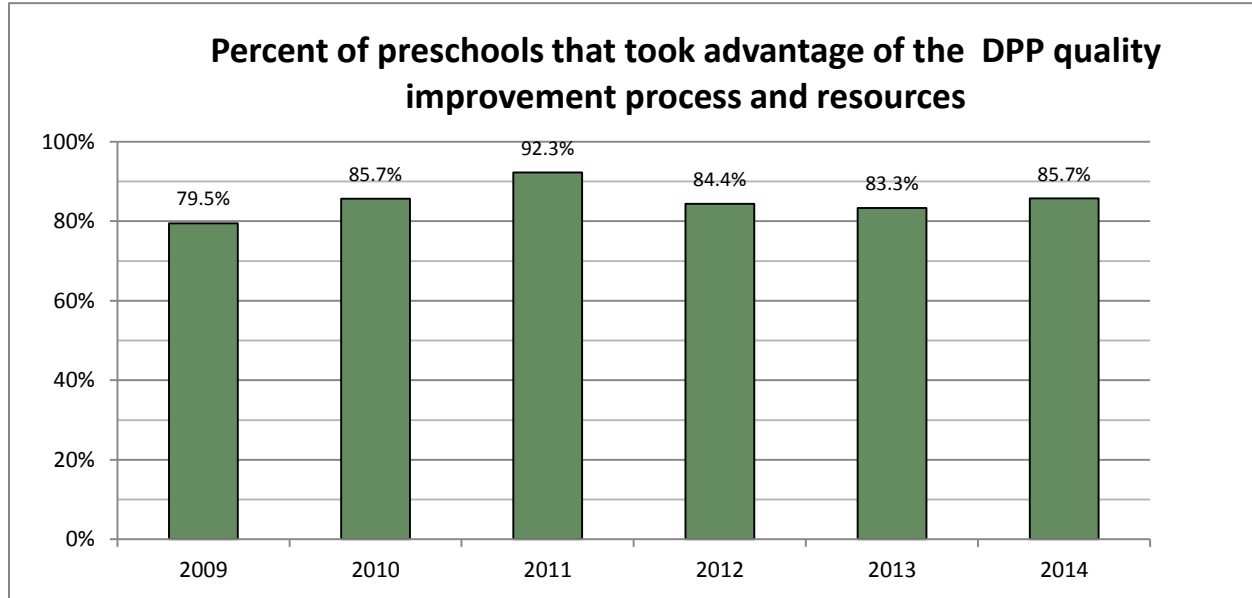
Figure A27





One of the key mechanisms DPP uses to help improve preschool quality in Denver is through its quality improvement (QI) process, which provides resources to providers to increase quality. As shown in Figure A28, nearly 86 percent of providers took advantage of DPP QI resources in 2014.

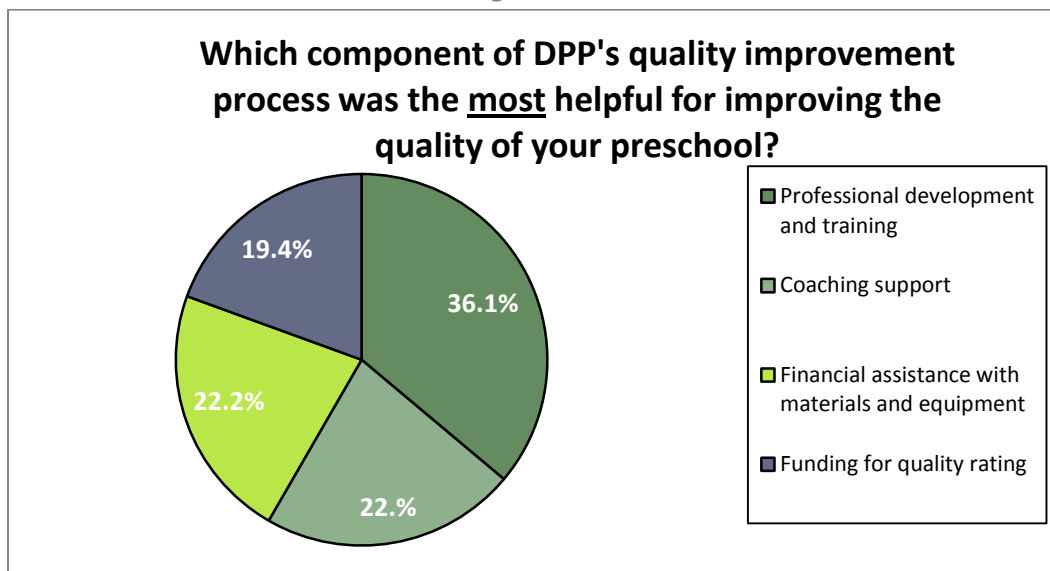
Figure A28



We did not ask this question to DPS sites after 2010.

Figure A29 shows that providers find ‘professional development and training’ the most helpful component for improving the quality of preschool, with ‘coaching support’ and ‘financial assistance for materials and equipment’ also rated as very helpful.

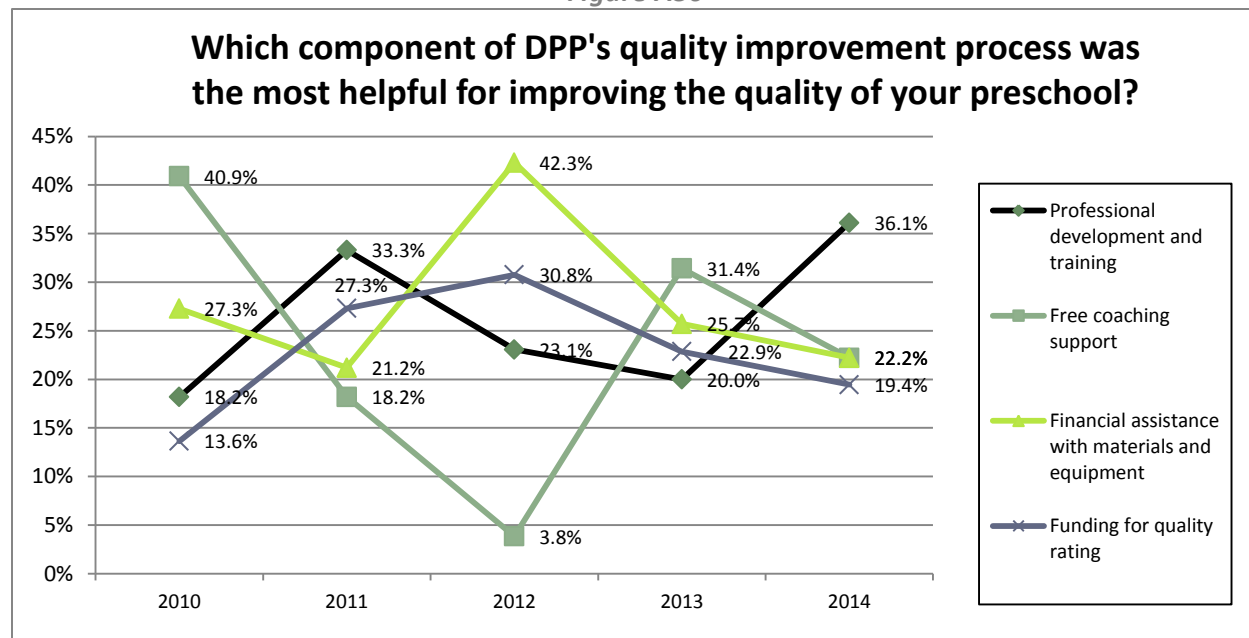
Figure A29



We did not ask this question to DPS sites after 2010.

As can be seen in Figure A30, the rating of which component was most useful has changed often. In 2013 'coaching support' was rated as the most useful by providers, whereas in 2012 'financial assistance with materials and equipment' as the highest rated.

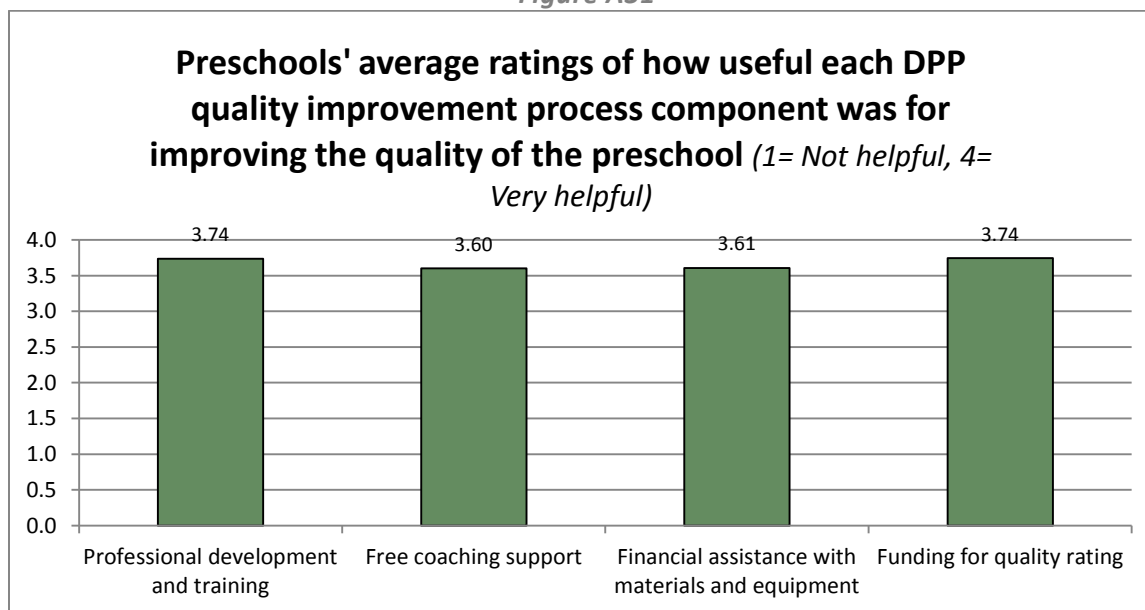
Figure A30



We did not ask this question to DPS sites after 2010.

Despite the yearly variation in the ratings of which component was most useful, Figure A31 shows that providers do rate all components of the QI process very highly, with all four components receiving a score of 3.6 or higher on a four point scale.

Figure A31





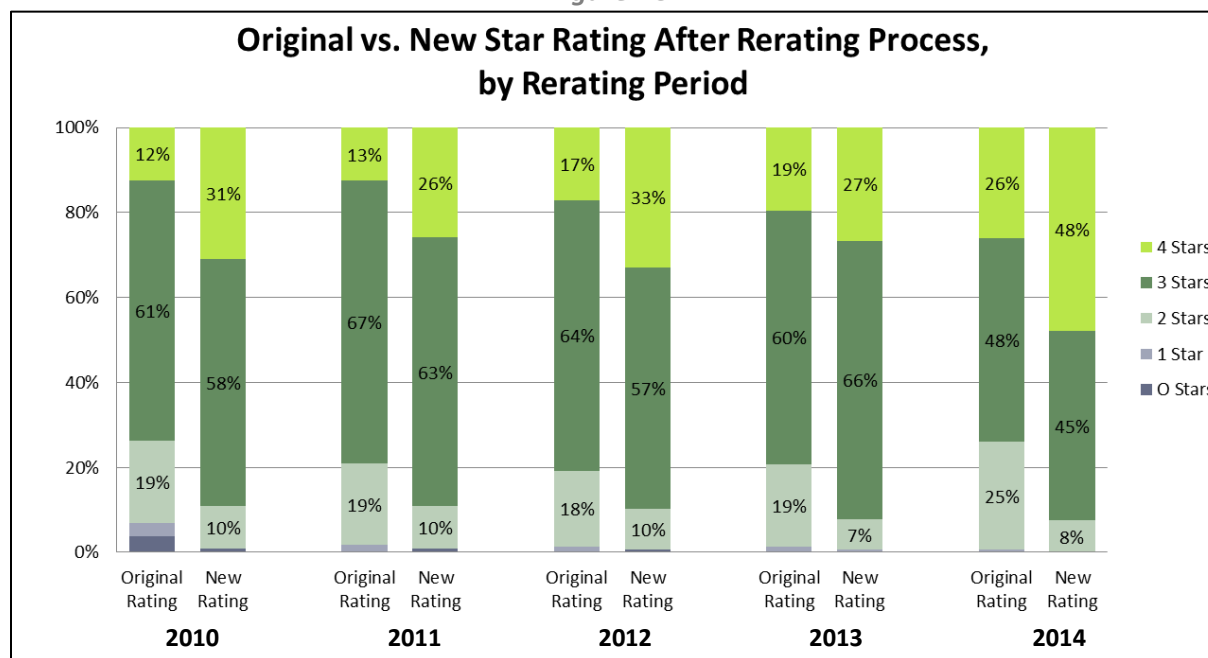
The 2013-2014 school year is the fifth year in which DPP sites have gone through the rerating process and as such, most sites have been through the rerating process at least twice (sites are commonly rerated every 2 years). In 2014, a total of 146 classrooms were rerated, at 46 sites, as can be seen in Table A2 below.

Table A2

Rerated by March 2010		Rerated April 2010-March 2011		Rerated April 2011-March 2012		Rerated April 2012-March 2013		Rerated April 2013-March 2014	
# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites
129	72	120	63	146	80	160	83	146	46

Of the total number of DPP rerated classrooms (146), 93 percent now hold a star rating of 3 or 4, with 48 percent earning the highest rating of 4 stars. Figure A32 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. Compared to the other groups rerated in prior years, 2014 had the most varied initial star ratings, with both the highest percentage receiving an initial 4 star rating, and at the same time, the highest percentage receiving 2 stars or less.

Figure A32



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 received 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.

The following three charts show where within these five areas providers gained or lost points that contributed to their change in rating. Figure A33 shows that for each classroom's first rerating, the classrooms that had their rating increase gained more than one point on average in the areas of Learning Environment (1.80 point gain on average), Family Partnerships (2.1 point gain) and Training and Education (1.2 point gain). Conversely, classrooms that had their rating decrease lost the majority of points on average in the area of Family Partnerships (3.2 points lost on average), following by a 1.0 point loss on average in Learning Environment scores.

Figure A33

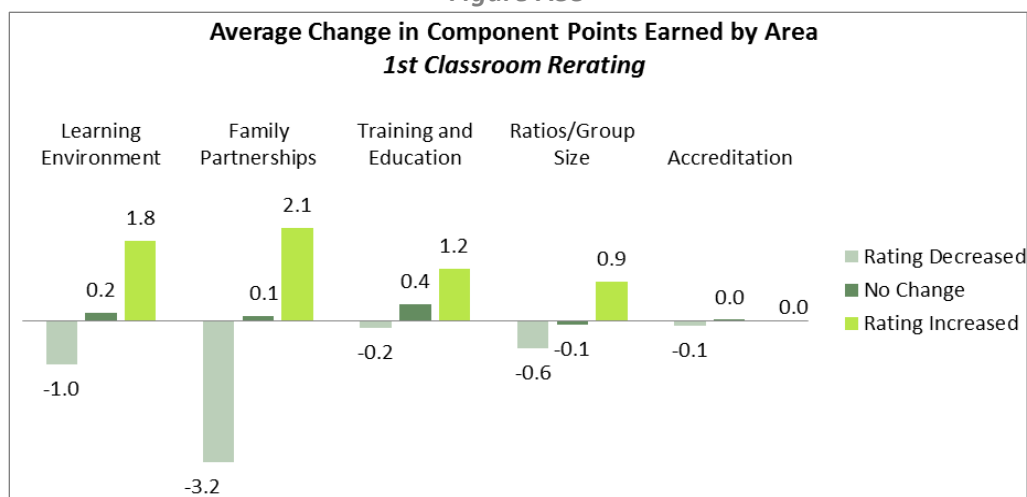
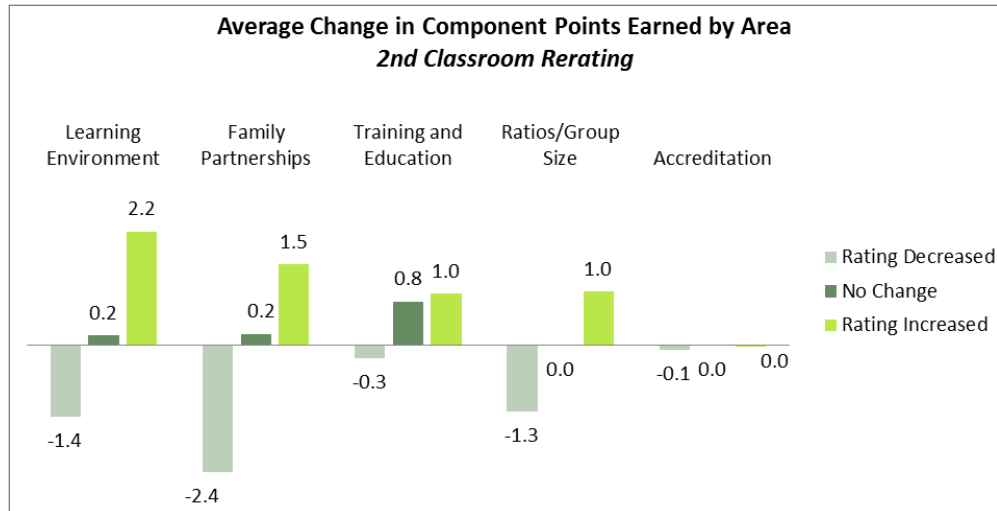


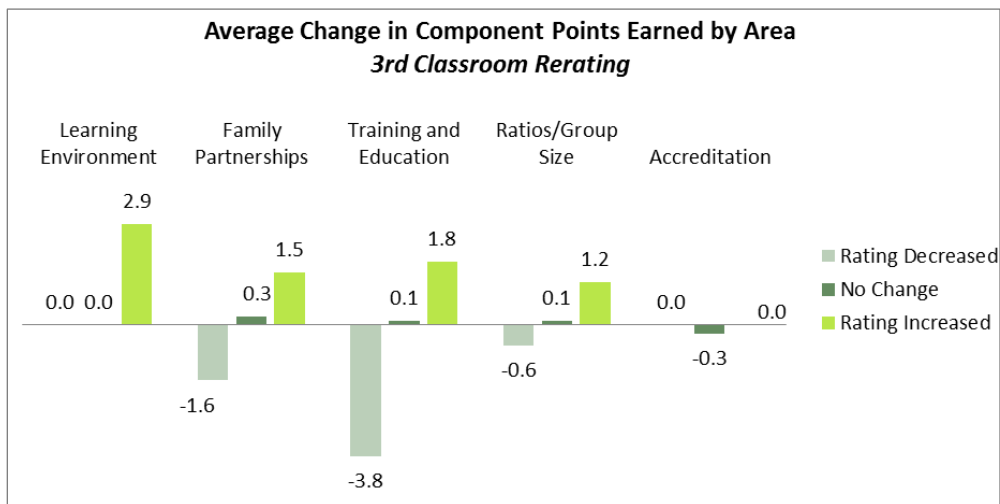
Figure A34 shows that for classrooms that had been rerated twice, classrooms that had their rating increase on average gained 2.2 points for Learning Environment, 1.5 points on average in the areas of Family Partnerships, then 1.0 points in both Training and Education, and Ratio/Group Size. For classrooms that had their rating decrease on average they lost 2.4 points in the areas of Family Partnerships, 1.4 points in the Learning Environment area, and 1.3 points in Training and Education.

Figure A34



Finally, Figure A35 looks at the 26 classrooms that had been through a third rerating round. For the classrooms that had their rating increase they gained on average 2.9 points in the Learning Environment area, 1.8 points for Training and Education, 1.5 points for Family Partnerships, and 1.2 points for Ratio/Group Size. For classrooms that had their rating decrease (only a few classrooms in total), it was an average loss of 3.8 points for Training and Education and 1.6 points for Family Partnerships.

Figure A35



A more detailed analysis of provider rerating results is presented in Appendix G and shows that overall, the improvement in the quality of classrooms who participate in DPP continues to be positive over the past four years, and results are highly consistent when comparing classrooms that have been rerated once versus rerated twice. This pattern appears to continue, and even improve, in the third rerating year; however, given the limited number of classrooms as of March 2014 that have a third rerating score to analyze, definite conclusions cannot yet be drawn.



Appendix B: 2013-2014 Parent Survey

«DPP_Application_Number»	Parent/Guardian #													
<p><u>Denver Preschool Program (DPP) Survey</u></p> <p>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.</p>														
<p>1. What benefits do you hope your child will receive by being enrolled in preschool? Please select the <u>2 MOST IMPORTANT</u> benefits</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Develop their ability to interact with other children</td><td><input type="checkbox"/> Experience a creative environment</td></tr><tr><td><input type="checkbox"/> Develop their ability to interact with adults</td><td><input type="checkbox"/> Experience challenges</td></tr><tr><td><input type="checkbox"/> Learn academic skills and concepts</td><td><input type="checkbox"/> Experience a broad range of activities</td></tr><tr><td></td><td><input type="checkbox"/> Identify developmental issues</td></tr><tr><td></td><td><input type="checkbox"/> Other: _____</td></tr></table>		<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: _____			
<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: _____													
<p>2. Parents may have many reasons for enrolling their child in a particular preschool. Please select the <u>2 MOST IMPORTANT</u> factors that you considered as you selected a preschool for your child.</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Convenient location</td><td><input type="checkbox"/> Impression during site visit</td></tr><tr><td><input type="checkbox"/> Cost of tuition</td><td><input type="checkbox"/> Particular curriculum or philosophy: _____</td></tr><tr><td><input type="checkbox"/> Reputation of quality</td><td><input type="checkbox"/> Other: _____</td></tr><tr><td><input type="checkbox"/> Hours of operation/schedule</td><td></td></tr></table> <p>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)</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Qualistar rating</td></tr><tr><td><input type="checkbox"/> Accreditation status (National Association for the Education of Young Children- NAEYC)</td></tr><tr><td><input type="checkbox"/> Personal recommendation(s)</td></tr><tr><td><input type="checkbox"/> Perception of quality in the community</td></tr><tr><td><input type="checkbox"/> Other: _____</td></tr></table>		<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		<input type="checkbox"/> Qualistar rating	<input type="checkbox"/> Accreditation status (National Association for the Education of Young Children- NAEYC)	<input type="checkbox"/> Personal recommendation(s)	<input type="checkbox"/> Perception of quality in the community	<input type="checkbox"/> Other: _____
<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														
<input type="checkbox"/> Qualistar rating														
<input type="checkbox"/> Accreditation status (National Association for the Education of Young Children- NAEYC)														
<input type="checkbox"/> Personal recommendation(s)														
<input type="checkbox"/> Perception of quality in the community														
<input type="checkbox"/> Other: _____														
<p>3. Do you know the Qualistar rating of the preschool where your child is enrolled? (select one)</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Yes, I know it</td><td><input type="checkbox"/> No, I don't know it</td></tr></table>		<input type="checkbox"/> Yes, I know it	<input type="checkbox"/> No, I don't know it											
<input type="checkbox"/> Yes, I know it	<input type="checkbox"/> No, I don't know it													
<p>4. Does the preschool where your child is enrolled have NAEYC accreditation? (select one)</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No</td><td><input type="checkbox"/> I don't know</td></tr></table>		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know										
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know												
<p>5. Did you visit this particular preschool before making an enrollment decision? (select one)</p> <table border="0" style="width: 100%;"><tr><td><input type="checkbox"/> Yes</td><td><input type="checkbox"/> No (skip to question 6)</td></tr></table>		<input type="checkbox"/> Yes	<input type="checkbox"/> No (skip to question 6)											
<input type="checkbox"/> Yes	<input type="checkbox"/> No (skip to question 6)													
<p>5a. If <u>yes</u> to question #5, please select the <u>4 MOST IMPORTANT</u> qualities that you looked for when you visited the preschool and <u>RANK</u> them from 1 to 4 (1= Most Important)</p>														



«DPP_Application_Number»	Parent/Guardian #
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)

<input type="checkbox"/> That it provides access to preschool for 4 year olds in Denver
<input type="checkbox"/> That it helps improve preschool quality
<input type="checkbox"/> That it gives a tuition credit to all families based on income
<input type="checkbox"/> That it was approved by voters as part of a ballot initiative
<input type="checkbox"/> That it will need to be approved by voters every 10 years
<input type="checkbox"/> 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)



Parent/Guardian # _____

«DPP_Application_Number» _____

- ☐ 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)

- ☐ DPP staff member
- ☐ Preschool staff member
- ☐ Friend/acquaintance
- ☐ Family member
- ☐ Website: _____
- ☐ Other: _____
- ☐ I did not need any help

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
- ☐ 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)



Parent/Guardian # _____

«DPP_Application_Number» _____

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, how would you prefer to receive the SAME TOTAL tuition credit amounts? (select one) ☐ Spread over 9 months ☐ Spread over 12 months

19. How would you prefer to receive general information about DPP? (select all that apply)

<input type="checkbox"/> Email	<input type="checkbox"/> Mail	<input type="checkbox"/> DPP website
<input type="checkbox"/> Text message	<input type="checkbox"/> Twitter	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Via the preschool	<input type="checkbox"/> Facebook	

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

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

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

<input type="checkbox"/> English	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Mandarin
<input type="checkbox"/> Spanish	<input type="checkbox"/> Korean	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Arabic	<input type="checkbox"/> Somali	

23. If this survey were conducted online, would it be easier for you to complete? (circle one) Yes No

24. 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

Page 4 of 4



Appendix C: 2013-2014 Provider Survey (Community Sites)

Community Providers- DPP Survey Print 2013-14

Denver Preschool Program Survey

Thank you for volunteering to complete this survey on the Denver Preschool Program. All survey responses will be kept completely confidential. We estimate that this survey will take no more than 20 minutes to complete

Preschool Information

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

***2. Preschool (site) name:**

***3. Preschool address:**

4. Your name:

***5. What is your email address?**

***6. What is your direct work telephone number?**

***7. What is your current job title at this preschool site?**

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

9. 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 (please specify below)	



Community Providers- DPP Survey Print 2013-14

***10. In the past year, which of the following has your preschool experienced? (select all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> Prolonged staffing vacancies | <input type="checkbox"/> Teacher dissatisfaction with compensation or benefits |
| <input type="checkbox"/> Teacher dissatisfaction with schedule | <input type="checkbox"/> Low student enrollment |
| <input type="checkbox"/> High teacher turnover | <input type="checkbox"/> Large changes in income or expenses |
| <input type="checkbox"/> Teacher dissatisfaction with professional development opportunities | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> New leadership (principal, director, or lead ECE teacher) | |

***11. 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 improve access to preschool |
| <input type="checkbox"/> Coaching support | <input type="checkbox"/> DPP will ease the financial burden on families |
| <input type="checkbox"/> Professional development funds | <input type="checkbox"/> As part of larger organizational decision |
| <input type="checkbox"/> Financial assistance with materials and equipment | <input type="checkbox"/> I do not know or remember |
| <input type="checkbox"/> Other (please specify below) | |

***12. If you personally completed the DPP application, how easy was the application to complete? (select one)**

- ☐ 1: Very difficult ☐ 2 ☐ 3 ☐ 4: Very easy ☐ Not Applicable

***13. Has DPP affected your preschool's enrollment numbers?**

- ☐ Yes
- ☐ No (please skip to question #16)
- ☐ I do not know (please skip to question #16)

DPP Enrollment Numbers

***14. Please indicate whether one or more children have enrolled in your preschool as a result of DPP.**

	Yes	No	I do not know
Infants and Toddlers (0-36 months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschoolers (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Community Providers- DPP Survey Print 2013-14

***15. Please indicate whether one or more children have left your preschool as a result of DPP.**

	Yes	No	I do not know
Infants and Toddlers (0-36 months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschoolers (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interest in Program

***16. 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

DPP Enrollment Patterns

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

- ☐ Yes
☐ No (please skip to question #20)
☐ I do not know (please skip to question #20)

DPP Enrollment Patterns

***18. Please indicate whether one or more children have increased their hours as a result of DPP.**

	Yes	No	I do not know
Infants and Toddlers (0-36 months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschoolers (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***19. Please indicate whether one or more children have decreased their hours as a result of DPP.**

	Yes	No	I do not know
Infants and Toddlers (0-36 months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschoolers (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DPP Efforts to Inform Parents



Community Providers- DPP Survey Print 2013-14

***20. How would you rate DPP's efforts to inform parents about the availability of tuition credits?**

☐ 1: Poor ☐ 2 ☐ 3 ☐ 4: Excellent

***21. How would you rate DPP's efforts to inform parents about its quality improvement process?**

☐ 1: Poor ☐ 2 ☐ 3 ☐ 4: Excellent

Parent Decisions about Preschool

***22. 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.**

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

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

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

***24. How strongly do you agree with the following statement? "In general, parents can accurately determine preschool quality."**

☐ 1: Strongly disagree ☐ 2 ☐ 3 ☐ 4: Strongly agree



Community Providers- DPP Survey Print 2013-14

***25. 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).**

Friendly and knowledgeable leadership	<input type="text"/>
Qualified teachers (e.g., experienced, well-educated)	<input type="text"/>
Positive interactions between students and teachers	<input type="text"/>
High quality facility, materials, and/or equipment	<input type="text"/>
Safety	<input type="text"/>
Substantial parent involvement	<input type="text"/>
Diversity (of students and/or staff)	<input type="text"/>
Class size or student-to-staff ratio	<input type="text"/>
Other	<input type="text"/>

Parent Recruitment

***26. Has your preschool recruited parents to apply for the DPP tuition credits?**

- ☐ Yes
- ☐ No (please skip to question #29)

Parent Recruitment

***27. What DPP parent recruitment activities has your preschool engaged in? (select all that apply)**

- ☐ Discussion of DPP at parent meetings
- ☐ Individual encouragement for parents to apply to DPP
- ☐ Individual assistance for parents with DPP applications
- ☐ Distribution of printed DPP information on-site
- ☐ Other (please specify below)



Community Providers- DPP Survey Print 2013-14

***28. Since the beginning of this school year, how much time has your preschool staff spent per month assisting parents with DPP paperwork?**

- ☐ No time
☐ 1-5 hours
☐ 6-10 hours
☐ 11-15 hours
☐ More than 15 hours

Logistics

29. How much time does your preschool staff spend per month completing attendance paperwork?

- ☐ No time
☐ 1-5 hours
☐ 6-10 hours
☐ 11-15 hours
☐ More than 15 hours

***30. From your perspective, how smoothly do you think the DPP enrollment process works for parents?**

- ☐ 1: Not smoothly ☐ 2 ☐ 3 ☐ 4: Very smoothly

***31. How smoothly is the DPP tuition credit payment process working for your preschool?**

- ☐ 1: Not smoothly ☐ 2 ☐ 3 ☐ 4: Very smoothly

***32. Does the preschool receive the DPP tuition credits in a timely manner?**

- ☐ 1: Rarely ☐ 2 ☐ 3 ☐ 4: Always

***33. How comfortable do you feel explaining to parents how DPP tuition credit amounts are determined?**

- ☐ 1: Not comfortable ☐ 2 ☐ 3 ☐ 4: Very comfortable

DPP Assistance



Community Providers- DPP Survey Print 2013-14

***34. Have you asked for any administrative assistance from DPP within the last 12 months?**

- ☐ Yes
☐ No (please skip to question #37)

DPP Assistance

***35. What type of assistance did you request?**

***36. How useful was the assistance?**

- ☐ 1: Not useful ☐ 2 ☐ 3 ☐ 4: Very useful

Quality Improvement

***37. Has your preschool taken advantage of the DPP quality improvement process and resources?**

- ☐ Yes
☐ No (please skip to question #40)

DPP Quality Improvement Process

***38. How helpful were each of the following DPP quality improvement processes for improving the quality of your preschool?**

	1: Not helpful	2	3	4: Very helpful	Not applicable
Professional development and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding for quality rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial assistance with materials and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Community Providers- DPP Survey Print 2013-14

***39. Which component of DPP's quality improvement process was the MOST helpful for improving the quality of your preschool?**

- ☐ Funding for quality rating
- ☐ Coaching support
- ☐ Professional development and training
- ☐ Financial assistance with materials and equipment

Quality Ratings

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

	Yes	No	Not Applicable
Qualistar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Association for the Education of Young Children (NAEYC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Association for Family Child Care (NAFCC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Improvements and Changes

***42. To what extent has the presence of DPP encouraged you to improve the quality of your preschool program?**

- ☐ 1: Not at all ☐ 2 ☐ 3 ☐ 4: To a great extent

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

- ☐ Yes
- ☐ No (please skip to question #45)

Changes



Community Providers- DPP Survey Print 2013-14

***44. What type(s) of changes has your preschool made as a result of DPP? (select all that apply)**

- | | |
|--|---|
| <input type="checkbox"/> Increased number of staff | <input type="checkbox"/> Decreased number of preschool classrooms |
| <input type="checkbox"/> Increased number of infant/toddler classrooms | <input type="checkbox"/> Decreased hours of operation |
| <input type="checkbox"/> Increased number of preschool classrooms | <input type="checkbox"/> Modified curriculum |
| <input type="checkbox"/> Increased hours of operation | <input type="checkbox"/> Modified professional development |
| <input type="checkbox"/> Decreased number of staff | <input type="checkbox"/> Modified hiring standards |
| <input type="checkbox"/> Decreased number of infant/toddler classrooms | |
| <input type="checkbox"/> Other (please specify below) | |

Concerns

***45. What is your biggest operational concern about DPP?**

- ☐ 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 (please specify below)

***46. What is your biggest policy concern about DPP?**

- ☐ No policy concerns
- ☐ DPP may draw attention away from 0-3 education
- ☐ Parents may transfer their children for the final year of preschool
- ☐ DPP may affect the preschool marketplace
- ☐ There is a lack of public awareness about DPP
- ☐ Other (please specify below)



Community Providers- DPP Survey Print 2013-14

Effectiveness

***47. How effectively does DPP work for the families it serves?**

- ☐ 1: Not effectively ☐ 2 ☐ 3 ☐ 4: Very effectively

48. How effectively does DPP work for families whose primary language is not English?

- ☐ 1: Not effectively ☐ 2 ☐ 3 ☐ 4: Very effectively

***49. To what extent do you believe that DPP is accomplishing its goal of providing quality preschool to Denver children?**

- ☐ 1: Not at all ☐ 2 ☐ 3 ☐ 4: To a great extent

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

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

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

Suggestions and Comments

52. How would you prefer to receive general information on DPP? (select all that apply)

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Email | <input type="checkbox"/> Text message |
| <input type="checkbox"/> Twitter | <input type="checkbox"/> Facebook |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Mail |
| <input type="checkbox"/> Other (please specify) | |



Community Providers- DPP Survey Print 2013-14

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

***54. Would you be willing to participate in a follow-up phone call regarding your preschool's experience with DPP?**

☐ Yes

☐ No

55. Please use the space below for any other comments, questions, or concerns.

Thank You!

Thank you for completing the Denver Preschool Program Survey! Your \$25 gift card for The Bookies (Denver bookstore) will be mailed within a few weeks.



Appendix D: 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 2007-08 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.

During 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 every school year up to 2013-14. For the 2013-14 school year, six 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; the 2011-12 school year is referred to as 2012; the 2012-13 school year is referred to as 2013; and the 2013-14 school year is referred to as 2014.

In 2014, information was obtained from surveys, analysis of DPP enrollment data, provider data, and DPS TCAP data. The evaluation team analyzed 184 completed surveys from a sample of parents and 64 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 E: 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 2013, 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 F.

Table E1 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. Consistent with prior years, in 2012-13 over two thirds (67 percent) of DPP families reported incomes of \$47,000 or less.

Table E1

All 2014 DPP Families by Income Tier and Child's Ethnicity												
Child's Ethnicity	Income Tier											
	Up to \$21,200		\$21,201-\$47,700		\$47,701-\$72,080		More Than \$72,080		Not Reported		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
Black	360	7.7%	168	3.6%	37	0.8%	20	0.4%	6	0.1%	591	12.7%
Hispanic	1124	24.1%	807	17.3%	134	2.9%	69	1.5%	32	0.7%	2166	46.5%
White	178	3.8%	201	4.3%	207	4.4%	544	11.7%	234	5.0%	1364	29.3%
Other	172	3.7%	131	2.8%	51	1.1%	83	1.8%	24	0.5%	461	9.9%
Not Reported	38	0.8%	20	0.4%	5	0.1%	7	0.2%	5	0.1%	75	1.6%
Totals	1872	40.2%	1327	28.5%	434	9.3%	723	15.5%	301	6.5%	4657	100%

The 2014 survey sample was drawn from the population described in Table E1. 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 30 additional parents in order to ensure results were representative of the DPP population. By adding these 30 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 2014, APA sent surveys to a total of 230 parents, and received 184 completed surveys from these parents. This was a higher response rate (80 percent) than previous years. Table E2 shows the returned parent surveys broken down by ethnicity and income level.



Table E2

2014 Returned DPP Parent Surveys by Income Tier and Child's Ethnicity												
Child's Ethnicity	Income Tier											
	Up to \$21,200		\$21,201-\$47,700		\$47,701-\$72,080		More Than \$72,080		Not Reported		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
Black	12	6.5%	2	1.1%	4	2.2%	0	0.0%	0	0.0%	18	9.8%
Hispanic	38	20.7%	28	15.2%	5	2.7%	3	1.6%	3	1.6%	77	41.8%
White	5	2.7%	8	4.3%	9	4.9%	29	15.8%	21	11.4%	72	39.1%
Other	5	2.7%	1	0.5%	2	1.1%	6	3.3%	1	0.5%	15	8.2%
Not Reported	0	0.0%	1	0.5%	0	0.0%	1	0.5%	0	0.0%	2	1.1%
Totals	60	32.6%	40	21.7%	20	10.9%	39	21.2%	25	13.6%	184	100.0%

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 October 2013, at which time the sample of providers to be surveyed was drawn.

Table E3 categorizes these preschool sites by type of provider, total number of classrooms, total number of DPP classrooms, and Qualistar Rating™. DPS preschools represent 31 percent of all DPP preschool sites. Of the non-DPS (community) sites, 8 percent were home-based and the rest were center-based sites. Approximately 95 percent of the preschool sites in 2013 had between one and five classrooms, an increase from 75 percent in prior years. Under 4 percent of DPP sites in 2013 did not have a Qualistar Rating™, a decrease from over 6 percent in 2012, 11 percent in 2011 and 16 percent in 2010. Among the sites that were rated, 27.4 percent earned a four-star rating and 57.5 percent earned a three-star rating.

*Table E3*

All 2014 DPP Providers		
Provider Type	#	%
DPS	78	31.0%
Community Center-Based Sites	155	61.5%
Community Home-Based Sites	19	7.5%
Number of DPP Classrooms		
1 Classroom	104	41.3%
2 Classrooms	64	25.4%
3-5 Classrooms	74	29.4%
6 or More Classrooms	10	4.0%
Star Rating		
Star 1 and 2	29	11.5%
Star 3	134	53.2%
Star 4	73	29.0%
Provisional	11	4.4%
Intro to Quality	5	2.0%
Grand Total	252	100.0%

The preschool survey sample was drawn from the distribution of preschools described in Table E3. This sample was stratified according to provider type, number of total classrooms, star ratings, and location (zip code). In October 2013, there were 11 providers enrolled in DPP that operated more than one preschool site (excluding DPS). These 11 providers operate 42 preschools in total and we sent surveys to 15 of these preschools.

Of the 100 preschools surveyed, 64 returned surveys, for a response rate of 64 percent. Both the surveyed preschools and the preschools that returned surveys were generally representative of the overall population of DPP preschools. Our responses did underrepresent community center-based sites and three star sites. Table E4 presents the distribution of preschools that returned surveys.

*Table E4*

All 2014 Provider Returned Surveys		
Provider Type	#	%
DPS	22	34.4%
Community Center-Based Sites	33	51.6%
Community Home-Based Sites	9	14.1%
Number of DPP Classrooms		
1 Classroom	27	42.2%
2 Classrooms	14	21.9%
3-5 Classrooms	16	25.0%
6 or More Classrooms	7	10.9%
Star Rating		
Star 1 or 2	12	18.8%
Star 3	24	37.5%
Star 4	21	32.8%
Provisional	4	6.3%
Intro to Quality	3	4.7%
Grand Total	64	100.0%



Appendix F: Description of Demographic Recoding

Table F1

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"

Table F2

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.	



Appendix G: Analysis of Re-Rated DPP Providers



AUGENBLICK,
PALAICH AND
ASSOCIATES

Analysis of Provider Rerating Process, 2013-14

Prepared for the
Denver Preschool Program

By
APA Consulting

September 2014



Introduction

An important aim of the Denver Preschool Program (DPP) is to improve the quality of preschool available to children and families in the City and County of Denver. All participating preschool sites receive either National Accreditation or a rating from Qualistar Colorado that evaluates the structural 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 from 0 to 4 stars.

The Denver Preschool Program invests nearly 10 percent of the annual budget to support three distinct quality improvement strategies; (1) coaching; (2) purchasing materials; and (3) ECE professional Development. Incentivized by quality level as well as number of classrooms, each preschool program has a set amount of access to the DPP QI Strategies as described above. These funds may be used to purchase classroom equipment, materials and other resources that improve the quality of the indoor and outdoor learning environments. Quality improvement funds may also be used to increase the level of education and training of the provider's classroom staff and administration through approved seminars, workshops, and conferences as well as to provide scholarships which enable staff to attend college level early childhood education classes and college level courses leading to an education related degree.

All participating DPP sites are required to go through a rerating process every two years. The rerating process is identical to the initial rating process and captures nuances and/or changes that have occurred since the last rating. This process further illustrates the influence that the program has on the preschool community through its emphasis on quality improvement.

This is the fifth year in which DPP sites have gone through the rerating process and as such, most sites have been through the rerating process at least twice. In addition looking at rerating results by rerating year, this report will also examine results by whether it was the first, second or third rerating.

Understanding the Qualistar Rating™

The Qualistar Rating™ is Colorado's Quality Rating System (QRS) that measures the quality of child care programs in Colorado on a provisional to 4-Star scale. In the Qualistar Rating™ process, programs are evaluated on five different quality components. These components include:

Learning Environment

This component uses the Environment Rating Scales to award points based on the measured quality of each physical classrooms 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 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 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. The following table illustrates the points needed for each star level:

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

As noted above, the rating process occurs at the site level with a site's rating being based upon scores received in the five quality areas, including the average Learning Environment scores for all classrooms within a site. However, while individual classrooms do not have independent scores, APA presents rerating results at the classroom level so that results are "weighted" by the size of program (based upon the number of classrooms that received a program's overall rating). APA feels that this better represents the changing quality of programs as it relates to child experience as sites that have more classrooms are impacting more children. Results below are first shown for each group of rerated classrooms by rating time period, then by whether it was the first or second time a program had been rerated.

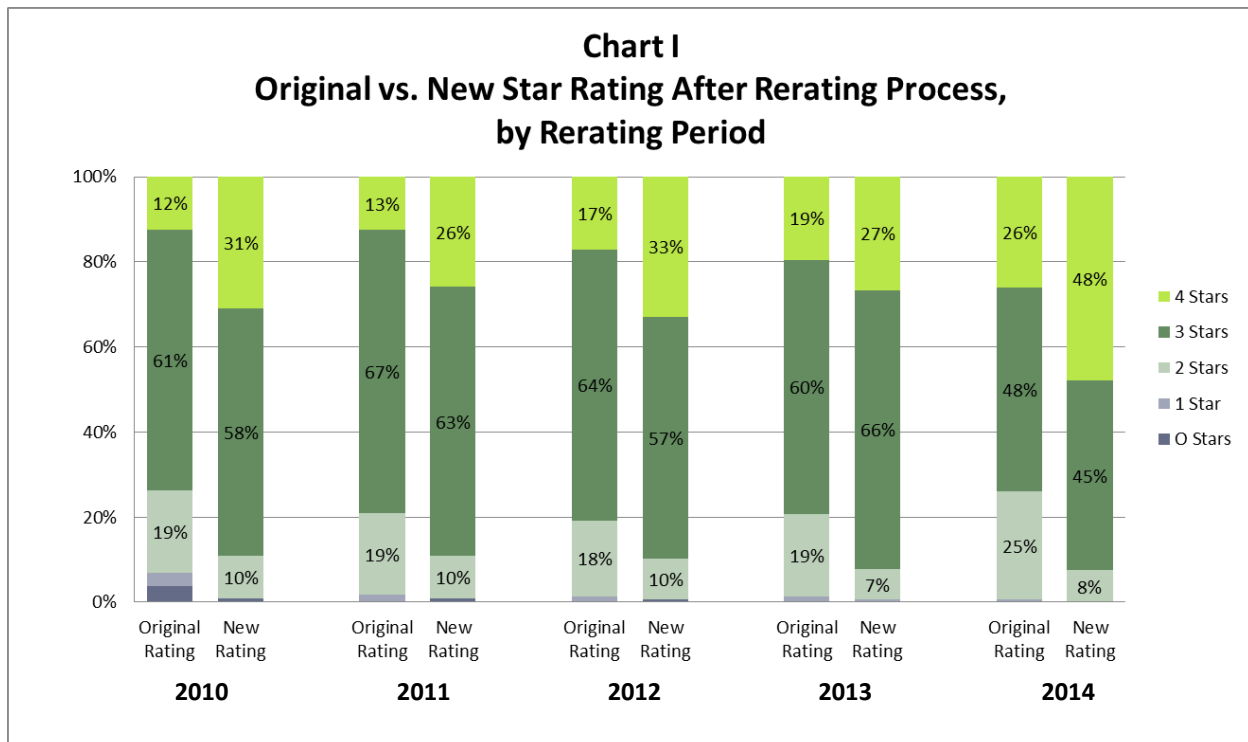
Overall Results for all Rerating Time Periods

The table below shows the number of sites and the number of classrooms within the sites that have been rerated by March 31, 2014.



Rerated by March 2010		Rerated April 2010- March 2011		Rerated April 2011- March 2012		Rerated April 2012- March 2013		Rerated April 2013- March 2014	
# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites
129	72	120	63	146	80	160	83	146	46

Chart I identifies the initial star ratings of the classrooms in all rerated programs as well as their program's new ratings, by the rerating time period.



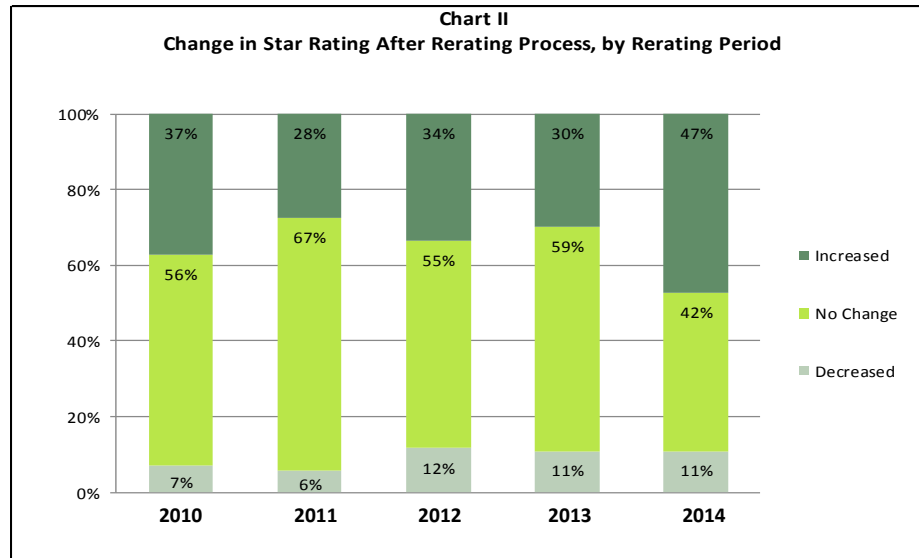
The first column of each pair shows the initial ratings for all programs' classrooms rerated in a given rerating period (2010, 2011, 2012, 2013 and 2014). For each rerating period between 2010 and March 2014, initial star ratings varied, with somewhere between 75-80 percent of sites starting with a rating of 3 or 4 stars. Looking specifically at the group of sites rerated between April 2013 and March 2014 (first column in last pair of columns), initial star ratings were as follows: 26 percent, 4 stars; 48 percent, 3 stars; 25 percent, 2 stars; and the remaining 1 percent, 1 star. Compared to the other groups rerated in prior years, it had the most varied initial star ratings, with both the highest percentage receiving an initial 4 star rating, and at the same time, the highest percentage receiving 2 stars or less.

The second column of each pair shows the new rating for the classrooms in each program rerated in that period. In all years, classroom ratings increased after rerating with roughly 90 percent of classrooms achieving at least three stars. For the 2010 through 2013 rerating groups, about 30 percent received a



four star, while the group of sites rerated between April 2013 and March 2014 (shown in the second column of the last pair) stood out with 48 percent of sites receiving a 4 star rating.

Chart II provides a closer look at star rating movement in each rerating time period:



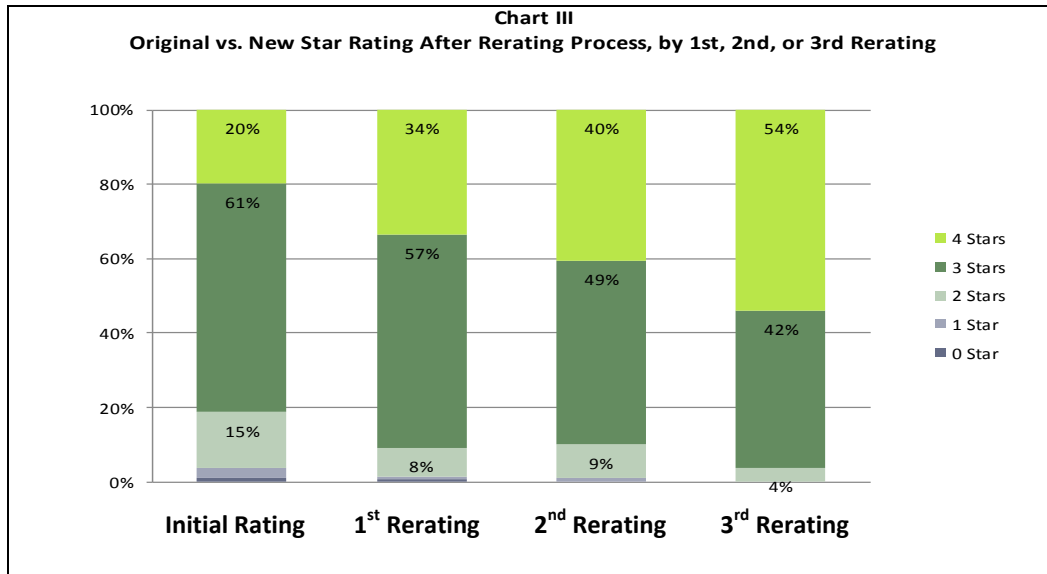
Results were fairly consistent across each rerating time period from 2010 to 2013, with about one third of providers increasing their star rating and around 60 percent keeping their rating consistent. The 2014 group was notably different with 47 percent of sites having their ratings increase from their initial rating after their most recent rerating.

Changes in Star Rating Results by 1st, 2nd, or 3rd Rerating

The following table shows the number of sites and classrooms that have an initial rating (260 sites, 643 classrooms), the number that have been rerated once (194 sites, 401 classrooms), the number that have been rerating twice (100 sites, 168 classrooms) and the number that have been rerated three times (19 sites, 26 classrooms) as of March 2014.

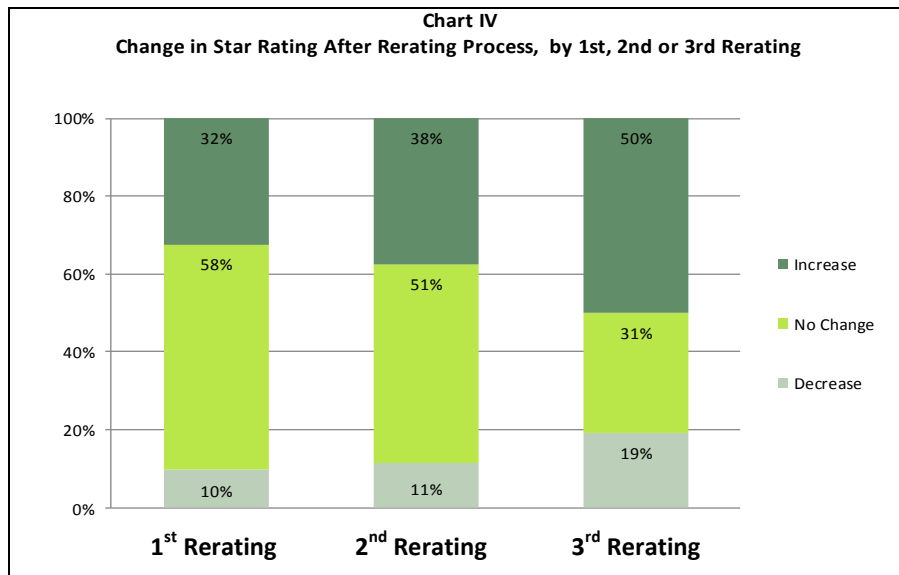
	Have Initial DPP Rating		Have 1st Rerating		Have 2nd Rerating		Have 3rd Rerating	
	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites	# of Classrooms	# of Sites
Total	643	260	401	194	168	100	26	19

Charts III through VII look more closely at classrooms by the number of times they have been rerated. Chart III provides a comparison of original star ratings compared to their new rating.



Overall, for the 643 classrooms that have an initial rating, about eighty percent started out as a 3 star rating or higher (61 percent, 3 star rated, and 20 percent, 4 star rated). Fifteen percent had a two star rating and the remaining four percent had a 1 star or provisional (0 star) rating. Star rating results appear to be changing in a positive direction in each round of rerating, with the number of sites receiving the highest rating of 4 stars increasing from 20 percent, to 34 percent, to 40 percent, and up to 54 percent after the 3rd round of rerating (keeping in mind there is a limited number of sites – 19 – that have been rerated three times as of March 2014). The percentage of sites with a two star or less rating also decreased after each round of rerating.

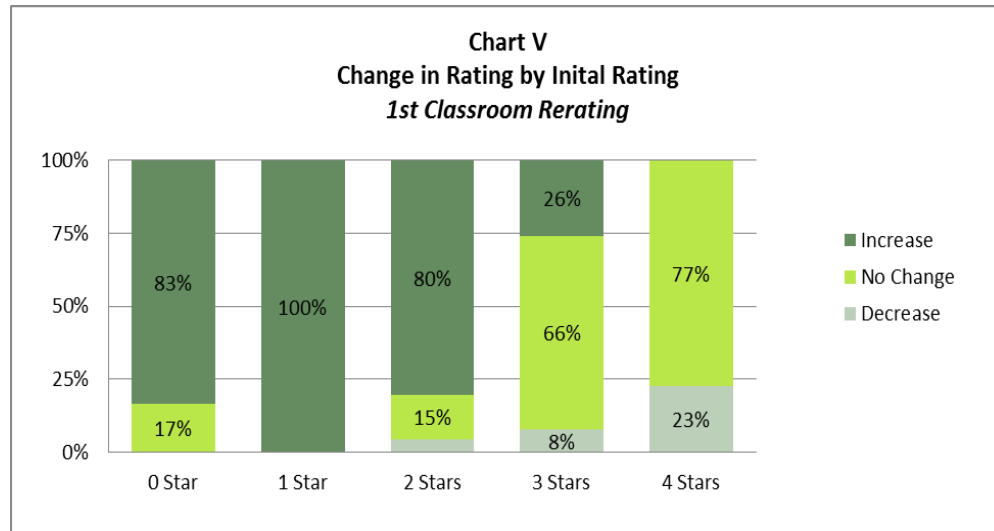
Results are also examined by whether a site's star rating increased, decreased, or stayed the same after each round of rerating in Chart IV.





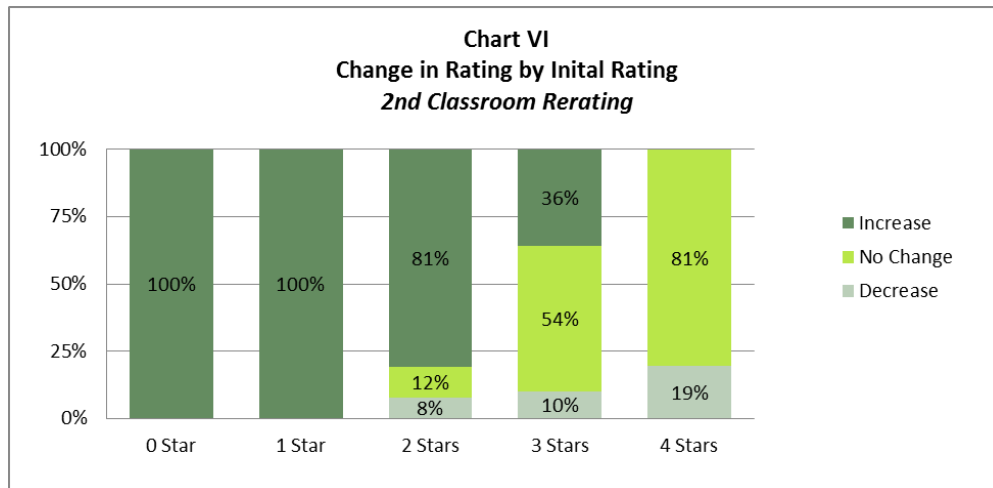
Roughly the same percentage of classrooms maintained or increased their rating (90 percent), though a slightly higher percentage increased their rating after their second rerating (35 percent vs. 29 percent). The results for the smaller number of sites that had been through a third round of rerating were more varied, with 50 percent having their rating increase, about 30 percent having their rating stay the same, and nearly 20 percent having their rating decrease.

Chart V and VI then consider whether the rating of each classroom increased, decreased, or stayed the same based upon their initial star rating.



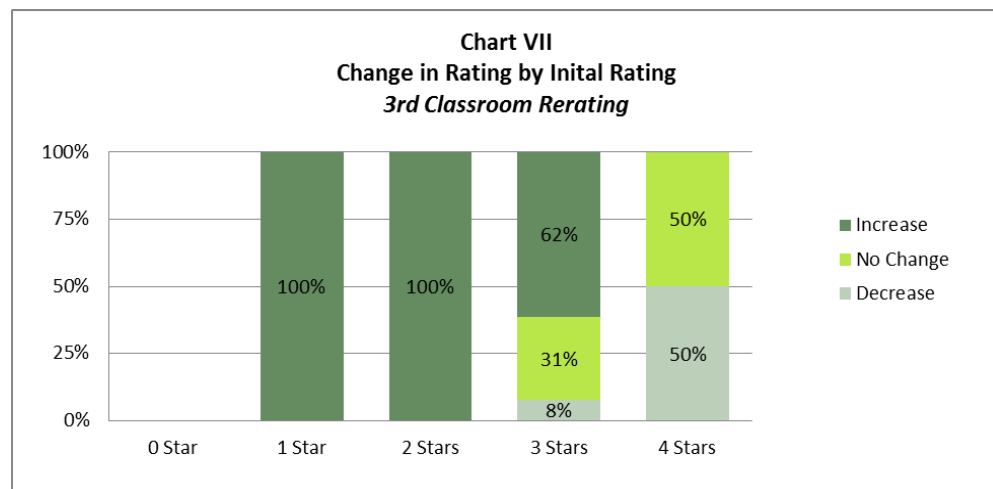
After their first rerating, the majority of provisional, one, and two star classrooms increased their rating. Over eighty percent of provisional (0 star) and 100 percent of one star classrooms increased their rating. Eighty percent of classrooms with an initial two star rating increased their star rating and 15 percent had their rating stay the same, with only five percent having their rating decrease. Fewer classrooms with an initial 3 star rating increased their rating (26 percent), with the majority maintaining their rating (66 percent), and less than 10 percent being rerated as less than 3 stars. Seventy-seven percent of 4 star rated classrooms had their rating stay the same, while just under one quarter had their rating decrease—the largest percentage decrease experienced by any rating category.

Results were consistent when classrooms were rerated twice as shown in the following Chart VI.



After their second rerating, 100 percent of one and two star classrooms increased their rating. For classrooms with an initial two star rating, 80 percent increased their star rating, 12 percent had their rating stay the same, and 8 percent had their rating decrease. Looking at classrooms with an initial 3 star rating, 36 percent increased their star rating, 54 percent kept the same rating, and 10 percent had their rating decrease. Over 80 percent of 4 star rated classrooms had their rating stay the same with nearly 20 percent having their rating decrease.

Chart VII looks at the 26 classrooms that have been rerated for a third time.

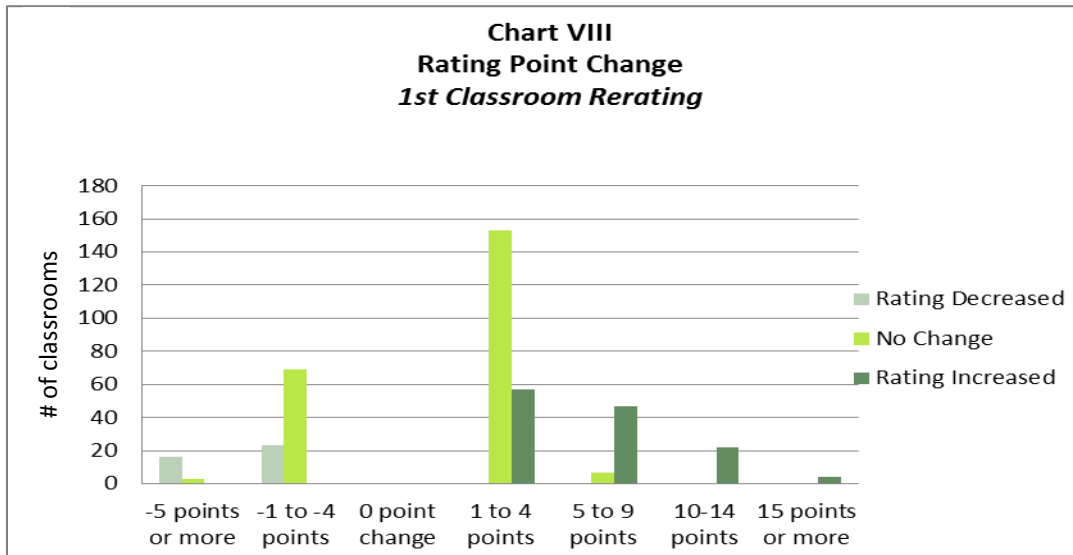


No classrooms in this group had an initial rating less than 1 star, and all classrooms with an initial star rating of 1 or 2 stars had their rating increase. Slightly more than 60 percent of the three star rated classrooms increased their rating, with about 30 percent keeping the same rating, and eight percent decreasing their rating. The classrooms with an initial 4 star rating were evenly split (50 percent each) between having their rating stay the same or decrease after their third rerating.

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 received



without a change in rating. Charts VIII, IX and X illustrate the change in rating points earned based upon whether the classroom's rating increased, decreased or remained the same. Chart VIII first looks at classrooms that have been rerated once.



As shown in Chart VIII above, while 32 percent of classrooms increased their star rating after their first rerating, there was still positive movement for the majority of classrooms (72 percent). The other 28 percent of classrooms received fewer points during rerating, with about five percent decreasing more than five points.

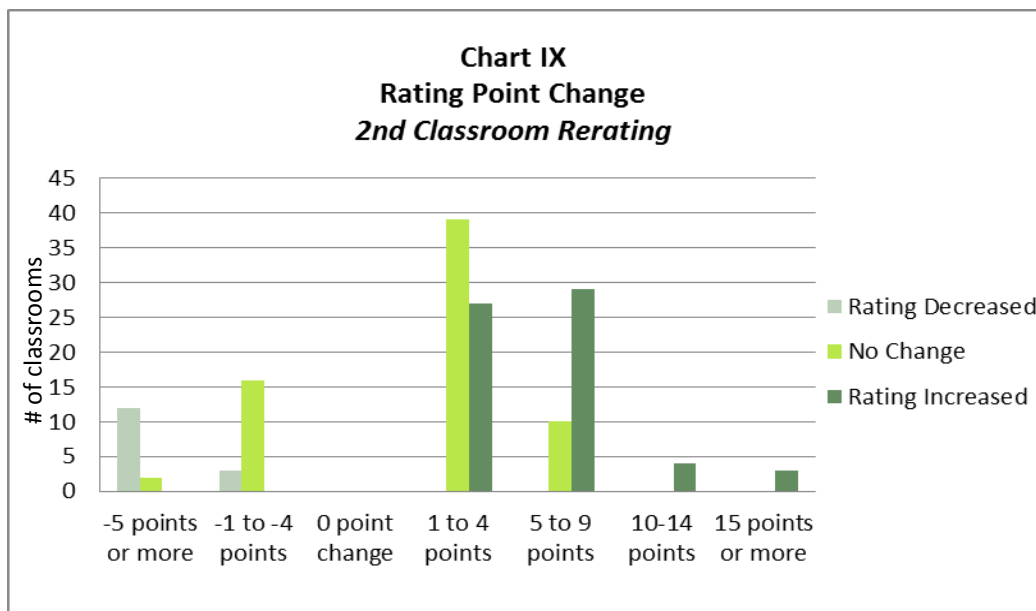
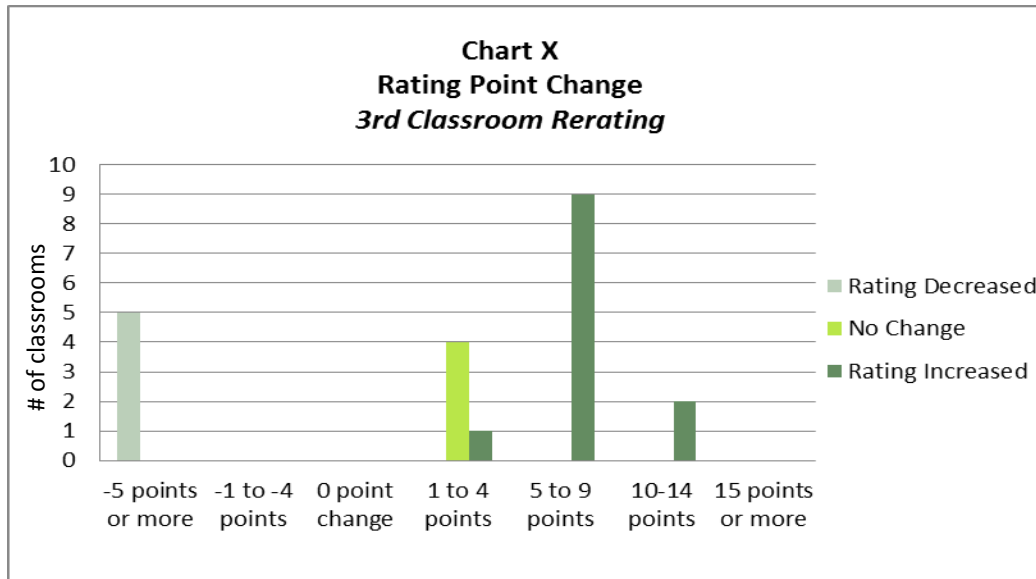


Chart IX above shows that when looking at classrooms that had been rerated twice, 77 percent increased their rating by at least one point; 32 percent increased five points or more. Twenty-three



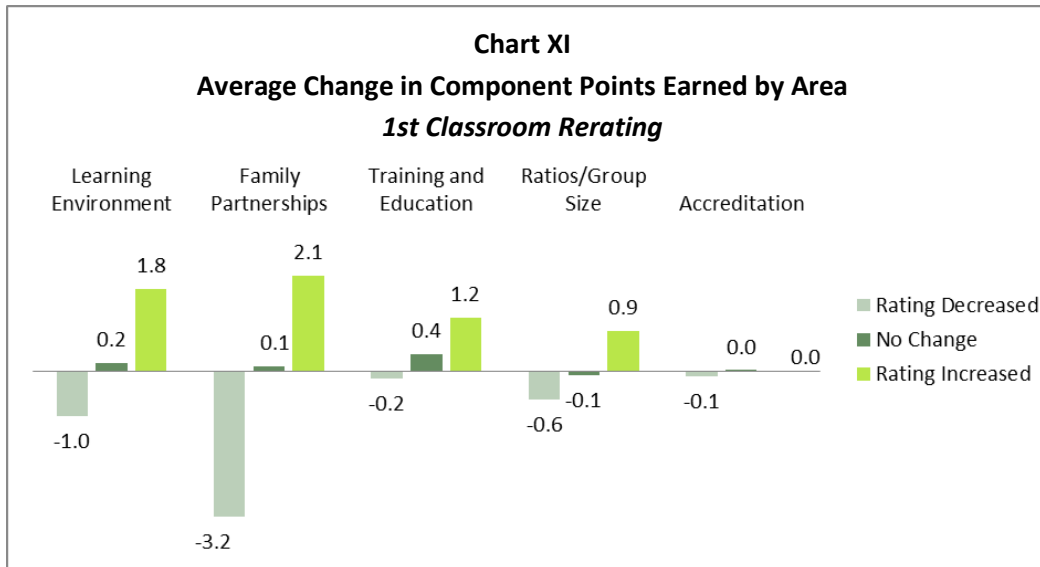
percent lost one or more point when rerated the second time, and less than ten percent lost five points or more.

Finally, Chart X considers the rating point change between initial rating and the rating after the third classroom rerating process.

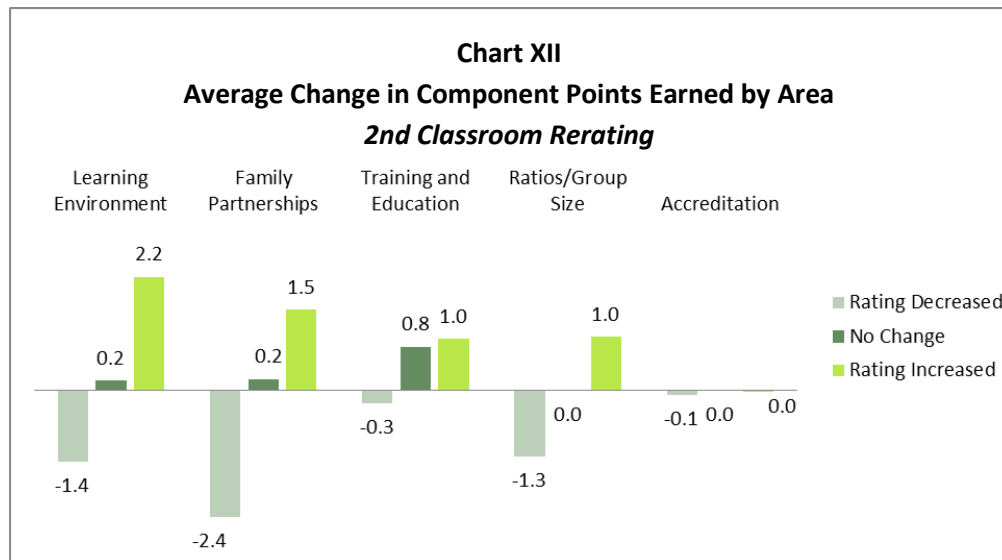


Of these classrooms, seventy-six percent increased their overall rating by a point or more, with over half of these classrooms gaining five points or more. Twenty-five percent of classrooms lost points (all by five or more points).

Taking the analysis one 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. Chart XI, XII, and XIII show the average point change in each of these areas, for all classrooms, grouped by whether their star rating increased, decreased and stayed the same.



Looking at Chart XI, which considers each classroom's first rerating, the classrooms that had their rating increase gained more than one point on average in the areas of Learning Environment (1.8 point gain on average), Family Partnerships (2.1 point gain) and Training and Education (1.2 point gain). Conversely, classrooms that had their rating decrease, lost the majority of points on average in the area of Family Partnerships (3.2 points lost on average), following by a 1.0 point loss on average in Learning Environment scores.



When looking at classrooms that had been rerated twice in Chart XII above, the areas where classrooms gained or lost points varied. For classrooms that had their rating increase, they on average gained 2.2 points for Learning Environment, 1.5 points on average in the areas of Family Partnerships, then 1.0 points in both Training and Education, and Ratio/Group Size. For classrooms that had their rating decrease, on average they lost 2.4 points in the areas of Family Partnerships, 1.4 points in the Learning Environment area, and 1.3 points in Training and Education.

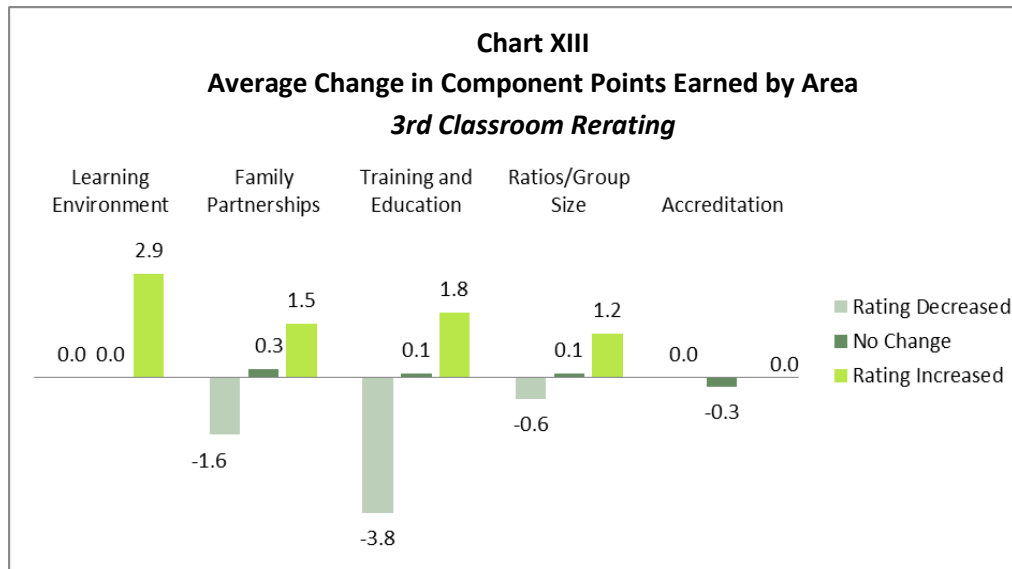


Chart XIII looks at the 26 classrooms that had been through a third rerating round. For the classrooms that had their rating increase, they gained on average 2.9 points in the Learning Environment area, 1.8 points for Training and Education, 1.5 points for Family Partnerships, and 1.2 points for Ratio/Group Size. For classrooms that had their rating decrease (only a few classrooms in total), it was an average loss of 3.8 points for Training and Education and 1.6 points for Family Partnerships.

Conclusion

Overall, the improvement in the quality of classrooms who participate in the Denver Preschool Program continues to be quite positive, and results are consistent when comparing classrooms that have been rerated a second time. This pattern of improvement appears to continue, and even improve, in the third rerating year though, given the limited number of classrooms as of March 2014 that have a third rerating score to analyze, definitive conclusions cannot yet be drawn. Overall, across all years over 90 percent of classrooms carry at least a three star rating after at least one rerating process which indicates a positive impact of the Denver Preschool Program on the quality of participating preschool classrooms.