



**Request for Qualifications
To Conduct
CLASS™ Preschool Assessments
for the Denver Preschool Program**

Issued: February 15, 2012

RFQ Summary

The Denver Preschool Program (DPP) wishes to retain the services of a highly-qualified organization to conduct quality assessments of DPP-funded preschool classrooms using the Classroom Assessment Scoring System (CLASS™). Accordingly, we are issuing the following Request for Qualifications (RFQ), to which we invite any interested organizations to respond. Included in this document are a draft scope of services and other information describing this potential opportunity.

All questions pertaining to this RFQ shall be directed in writing to Dan Schaller, Program Manager of the Denver Preschool Program, at dan@dpp.org. The due date and time for this RFQ is **Wednesday, March 14, 2012, at 5 PM MST**.

Background

The Denver Preschool Program, approved by voters in November, 2006, provides Denver residents with a tuition credit for preschool at more than 250 approved preschool programs across Metro Denver. Denver Preschool Program participants receive tuition credits based on a sliding scale that is related to family income, household size and the quality rating of the chosen provider. The program is open and voluntary for all Denver students in their last year of preschool prior to kindergarten and includes licensed preschool providers who agree to participate in a quality improvement system. To date, the Denver Preschool Program has managed and distributed over \$60 million in tuition credits and quality improvement funds to providers and families and has enrolled more than 20,000 children.

The program is administered by the Denver Preschool Program, Inc., an independent 501(c)(3) created for the sole purpose of managing the Denver Preschool Program. The Denver Preschool Program is governed by a seven-member Board of Directors that is comprised of citizens with experience managing businesses, non-profits and public programs. The Program also provides for a twenty-five person Board of Advisors to make non-binding recommendations to the Board on policy issues regarding early childhood education in general and the Denver Preschool Program in particular. The Board of Advisors includes preschool providers, parents and leaders from the education, non-profit, foundation and business communities. With the exception of one board member appointed by City Council, members of both boards are appointed by the Mayor and approved by City Council.

Up to this point in its history, the Denver Preschool Program's quality rating and improvement system has been based primarily on the Qualistar Colorado™ rating tool. Beginning with the 2012-2013 school year, however, the Denver Preschool Program is looking to supplement this tool with the incorporation of the Classroom Assessment Scoring System (CLASS™) into its quality system. The CLASS™ tool is not intended to supplant Qualistar™ but rather to complement it, so whichever organization is ultimately selected as the Denver Preschool Program's CLASS™ Ratings Agency will be required to create a system that works in harmony with Qualistar™ to the greatest possible benefit of all Denver Preschool Program providers.

Contract Duration

The term of this contract is for two (2) years commencing on July 1, 2012, and running through June 30, 2014. The first of these two years will be a pilot year – baseline ratings will be offered to sites, but the resulting scores will not yet be tied to any parent (tuition credits) or provider (quality improvement resources) awards. Beginning with the 2013-2014 school year, however, it is the Denver Preschool Program's intention that CLASS™ scores will begin to comprise a portion of a site's overall rating. Beyond

the initial 2-year term, the contract is eligible to be renewed annually – and at the Denver Preschool Program’s sole discretion – for a period of up to five (5) total years.

Intent to Submit

In order to ensure receipt of any answers to questions posed throughout the RFQ process, all potential respondents must declare their intent to submit an RFQ to Dan Schaller at dan@dpp.org by no later than **5 PM on Friday, March 2nd**.

RFQ Q&A Session

An RFQ Q&A Session will be held on **Wednesday, February 29, beginning at 1pm**, at the offices of the Denver Preschool Program, 305 Park Avenue West, Suite B, Denver, CO 80205. Attendance at the Q&A Session is not mandatory, but all interested respondents are encouraged to attend in order to facilitate better understanding of the Denver Preschool Program’s CLASS™ implementation effort.

In order to ensure adequate seating and other accommodations at the Q&A Session, it is requested that all attendees notify Dan Schaller of their intention to attend by email (dan@dpp.org) **by Friday, February 24th**.

Questions

In order to maintain a transparent and equitable process, questions regarding this RFQ will only be accepted in one of two formats: either in person at the RFQ Q&A Session on February 29th or via email at dan@dpp.org. All questions being offered via email must be submitted no later than **5 PM on Wednesday, February 29th**. Answers to questions presented in one of the two acceptable formats will be distributed via email to all those who have expressed an intent to submit by **Monday, March 5th**.

Schedule Summary

| | |
|---|----------------------------|
| RFQ issued: | February 15, 2012 |
| RFQ Q&A Session: | 1 PM, February 29, 2012 |
| Deadline for submission of RFQ questions: | 5 PM, February 29, 2012 |
| RFQ intent to submit deadline: | 5 PM, March 2, 2012 |
| Distribution of question responses: | March 5, 2012 |
| RFQ due: | 5 PM, March 14, 2012 |
| RFP invitations extended: | March 30, 2012 |
| Contract awarded: | June 1, 2012 (approximate) |
| Service launch: | July 1, 2012 |

Scope of Work

Overview

The Denver Preschool Program (DPP) wishes to retain the services of a highly-qualified organization to conduct quality assessments of DPP-funded preschool classrooms using the Classroom Assessment Scoring System (CLASS™). The successful candidate must demonstrate superior ability in completing all of the following:

1. **Personnel and Assessments:** In conjunction with the Denver Preschool Program, develop and implement CLASS™ classroom assessment protocols and procedures; train, supervise and maintain a team of experienced and appropriately bilingual Assessors (see Assessor “Additional considerations” on next page) that are reliable in the CLASS™ tool; and provide enough Assessors to conduct approximately 30 assessments per month in accordance with mutually established protocols and procedures. In addition to qualified Assessors, provide enough staffing capacity to ensure all project management and reporting requirements, as outlined below, are satisfied.
2. **Project Management and Reporting:** Schedule assessments directly with providers according to mutually established protocols and timelines (as developed by the Denver Preschool Program and the vendor); maintain reliable ratings through a robust system of double-coding; ensure all necessary CLASS™ Assessor certifications and recertifications are consistently monitored and maintained; deliver any and all necessary reports to providers in a timely fashion and in a manner consistent with mutually-established protocols and procedures; schedule and complete post-assessment provider consultations in a timely fashion and in a manner consistent with mutually-established protocols and procedures; collect, manage and submit required monthly and ad hoc data to the Denver Preschool Program; develop, implement, and maintain a CLASS™ ratings appeal process; and ensure that the CLASS™ system is working in harmony with the Qualistar™ system to the greatest possible benefit (and least possible intrusion) of all Denver Preschool Program providers.
3. **Communication:** Provide one main contact person (“Project Manager”) to be available for regular and reliable communication with various Denver Preschool Program personnel throughout the contract period.

Project Details

Personnel –

1. Project Manager
 - Main point of contact between the Denver Preschool Program and selected vendor
 - Available to communicate with the Denver Preschool Program on a regular and reliable basis
 - Oversees all personnel connected with implementation of the contract
 - Ultimately responsible for ensuring all reporting requirements are satisfied, all deadlines are met, and all necessary policies and procedures are developed and maintained

2. Assessors

- Recruit, train and maintain a sufficient number of reliable Assessors to conduct approximately 30 CLASS assessments per month according to mutually-established protocols and procedures to begin no later than October, 2012.
 - “Assessor”, for purposes of this RFP, is defined as a person that:
 - Has demonstrated expertise in preschool environments,
 - Is currently trained to reliability on the CLASS™ tool, and
 - Has some previous experience conducting CLASS™ assessments (preferred).
- Summary of responsibilities:
 - In a manner consistent with pre-established protocols and procedures,
 - a. Contacts each provider in advance of their assessment to provide brief overview of what the upcoming assessment will entail,
 - b. Conducts CLASS™ assessments as scheduled,
 - c. Completes both a CLASS™ summary/observation report and an associated quality improvement plan for each assessment, and
 - d. Conducts post-assessment consultation with provider by established deadline.
- Additional considerations:

The Denver Preschool Program serves a diverse population of both students and providers (see the excerpted segment of our annual evaluation report attached for a breakdown along certain key demographic variables – the full report is available at www.DenverPreschoolProgram.org). We are looking for an Assessor corps that is able to respond appropriately to this reality. Specifically, priority will be given to that organization that sufficiently demonstrates that it can assemble a team of Assessors with enough language diversity such that the individual conducting a given assessment will be fluent in the language that is predominant among the children in the classroom being assessed. The organization should also be able to demonstrate that it has assembled (or will assemble) an Assessor corps that has the collective experience and cultural competence to deal effectively and respectfully with the various cultures, curricula, and provider settings that exist throughout the Denver Preschool Program network.

3. Other

- Any other personnel the organization deems necessary to ensure accurate and timely completion of all CLASS™ assessment stages.

Personnel Processes –

1. Organization, at its own expense, conducts all necessary background checks for project personnel and ensures relevant documentation is secured and maintained. The organization must be able to produce this documentation upon request for timely review.
2. Organization maintains proof of continuous and ongoing CLASS™ reliability certification for every Assessor currently active in the field and is able to produce this documentation upon request for timely review.

3. Organization establishes robust system for ensuring and documenting inter-rater reliability and is able to produce relevant documentation upon request for timely review.
4. Organization establishes and maintains policies and procedures for avoiding potential and actual conflicts of interest, including a “Conflict of Interest Statement” signed by all project personnel. Organization is responsible for disclosing to the Denver Preschool Program any potential conflicts of interest among project personnel, including having previously worked for the home, agency or center, for a specific individual at that home, agency or center or if they are related to or have any personal relationships with any staff or students at the home, agency or center. Organization will maintain copies of signed statements and produce upon request for timely review.
5. Organization develops and maintains a clearly defined protocol for identifying and addressing any possible employee performance issues.

Assessments –

1. Working in conjunction with the Denver Preschool Program, organization develops and implements CLASS™ assessment protocols and procedures.
2. Organization schedules assessments directly with Denver Preschool Program providers and keeps written documentation of all communications with providers.
3. Organization provides all transportation and necessary precautions associated with assessments.
4. Organization’s Assessors write both an observation/summary report and a quality improvement plan for each assessment in a format to be mutually agreed upon with the Denver Preschool Program. Each observation/summary report and quality improvement plan is authored by the Assessor that conducts the assessment.
5. Organization is responsible for setting up a system of classroom assessments that ensures that the integrity of each individual assessment is maintained and not subject to compromise.
6. Organization establishes appropriate internal data check system to ensure accurate and timely completion of all assessment documentation.
7. Organization develops, implements, and maintains a fair and consistent process for CLASS™ ratings appeals.
8. In the event an assessment is deemed by the Denver Preschool Program to have been conducted in a manner that is outside the agreed-upon protocols/procedures, such an assessment is subject to being re-done at the organization’s expense.

Data Reporting & Retention –

1. Working in conjunction with the Denver Preschool Program, organization establishes and maintains a sophisticated electronic CLASS™ data storage system. Data from this system must be readily transferable and easily synced with data from pre-existing systems, such as those currently maintained by Qualistar and Affiliated Computer Services (student enrollment data) on behalf of the Denver Preschool Program. Additionally, in the event the Denver Preschool Program, as is its intent, is able to establish a central repository for all of its data, organization must demonstrate a willingness to participate in this repository and contribute all DPP-related CLASS™ data accordingly.
2. Organization ensures that all data and documents associated with Denver Preschool Program CLASS™ ratings are stored in a safe and secure manner and in such a way as to maintain any necessary confidentiality protocols.
3. Organization maintains a system to submit to the Denver Preschool Program all mutually agreed upon monthly information by established deadlines. Organization also ensures adequate staffing is in place to respond to ad hoc Denver Preschool Program data requests in a timely fashion.
4. Any data collected and data systems created in fulfillment of this project will remain the exclusive intellectual property of the Denver Preschool Program.
5. Organization must commit to cooperating and working with the Denver Preschool Program and any of its designated contractors in the ongoing evaluation and refinement of both this project in particular and the Denver Preschool Program in general. This includes, but is not necessarily limited to, the open and timely sharing of all associated data.

Project Management Protocols –

1. Organization monitors the progress of site visit scheduling and data submission to ensure completion in agreement with required deadlines. For review upon request, organization is able to produce documentation attesting to timely completion of all requisite assessment stages.
2. Organization establishes a photo-based employee identification system to ensure standards of professionalism and safety are consistently maintained in the field and in the broader community.
3. Selected organization maintains a regular meeting schedule with the Denver Preschool Program to discuss and resolve any unanticipated complications and barriers that may arise in the course of implementation.
4. Organization establishes and maintains a clearly defined protocol for responding expediently and appropriately to any significant areas of concern (including, but not limited to, issues of child health and safety) observed by an Assessor while visiting a provider location.

Additional Considerations –

1. Denver Public Schools, which comprises roughly 40 percent of the classrooms in the Denver Preschool Program network, is in the process of implementing its own educator effectiveness measure. Their tool, known as LEAP (Leading Effective Academic Practice), is uniquely its own measure, but it does bear some resemblance to CLASS™. Because of this resemblance, the Denver Preschool Program may explore ways to work with Denver Public Schools to streamline the reporting/consultation process to highlight the areas of overlap between the tools and to minimize the areas of redundancy (all the while ensuring that the integrity of the CLASS™ rating is given highest priority). The selected organization must demonstrate a willingness to work with the Denver Preschool Program in this endeavor.
2. If any of the organizations associated with a given proposal has a pre-existing contractual arrangement with the Denver Preschool Program in a realm other than CLASS™, the burden of proof will be on that organization to demonstrate in their submitted materials that sufficient firewalls can be erected to guard against any real or perceived conflicts of interest between managing the CLASS™ contract and continuing to manage any existing Denver Preschool Program contracts.
3. The Denver Preschool Program is always interested in working with new and varied organizations. Interested parties are encouraged to explore ways that partnering with another individual or organization may not only bring new players into the local early childhood environment but, in so doing, contribute to a stronger overall proposal team.

Submission Format

RFQ submissions shall not exceed 15 pages (standard 1-inch margins, 11-point font minimum). The one exception to this 15-page limit is supporting documentation related to the Staffing Team, such as resumes and biographies, which may be included in an appendix. Apart from supporting materials specifically related to the Staffing Team, any documents submitted beyond the 15-page limit will not be reviewed. Please provide one original, unbound document plus seven (7) copies. Submissions should include:

1. **Introductory Letter** on your firm's letterhead.
2. **Experience of the Firm:** Provide a description of your firm's prior experience and qualifications in successfully administering a broad-scale classroom rating system, ideally at the preschool level and ideally utilizing the CLASS™ tool. The same information should be presented for any possible subcontracting firm(s).
3. **Staffing Team:** Present your organization's experience and proposed staffing to include organization leadership, the staff lead for this contract, proposed CLASS™ Assessors, and any other staff members who would be involved in the implementation of the contract. Roles of staff and organizations (if subcontracting any component) should be clearly identified.
4. **References:** Provide the name and contact information for at least three (3) references familiar with the quality of work by your firm that is similar in nature as that contained in this document's scope of work. The same information should be presented for any subcontracting firm.
5. **Project Understanding:** Given the diverse community the Denver Preschool Program serves and the diverse provider environment in which it operates, provide your general understanding of this scope of work. Identify any potential challenges or special concerns that may be encountered.

Criteria for Review of Statement of Qualifications

The following criteria will be used in screening, ranking and selection of the successful firm:

1. **Qualifications of the Firm** (30 points): Preference shall be given to those firms with experience in successfully administering a broad-scale classroom rating system, ideally at the preschool level and ideally utilizing the CLASS™ tool. Reference input will be incorporated into this consideration.
2. **Qualifications of the Staffing Team** (35 points): Preference shall be given to those with key staff background and experience in the items listed in the defined scope of work. Reference input will be incorporated into this consideration.
3. **Project Understanding** (35 points): Preference shall be given to those firms which demonstrate a comprehensive understanding of the project requirements and environment.

Submission of Qualifications

In order for your agency to be considered, one original, unbound document plus seven (7) copies must be submitted by **5:00 PM MST on Wednesday, March 14, 2012**, to:

Dan Schaller, Program Manager
Denver Preschool Program
305 Park Ave West, Ste B
Denver, CO 80205

No email submissions will be accepted. Materials received after the stated date and time will not be considered.



Augenblick, Palaich
and Associates, Inc.

An Evaluation of the Denver Preschool Program: 2010-11

**Prepared by
Augenblick, Palaich and Associates, Inc.
Denver, Colorado
October, 2011**

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- A: 2010-11 Parent Survey
- B: 2010-2011 Provider Survey
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- D: Description of the Sample of Families and Providers
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Executive Summary

The Denver Preschool Program (DPP) was approved by voters in 2006 to encourage families to enroll their four-year-old children in quality preschool programs so that the children would enter kindergarten ready to learn and thus increase the likelihood of their success in kindergarten and beyond. Since its first year of operation during the 2007-08 school year, DPP has made enormous progress toward these goals. In 2011, DPP achieved the following milestones

- A total of 173 providers, operating at 256 sites, were serving as approved DPP providers.
- A total of 5,915 children in 2010-11 received approval for DPP tuition credits.
- Of the 256 sites, 210 had received Qualistar ratings of 3 or 4 stars, the two highest ratings.
- The vast majority (about 92%) of DPP enrolled students were enrolled in top rated classrooms. A total of 5,432 children were enrolled in 3 or 4-star classrooms.
- In 2011, a total of 135 classrooms at 77 sites completed the re-rating process, bringing the total number of classrooms re-rated in 2010 and 2011 to 263.

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

- ***Enrollment in DPP appears to have leveled off.*** For two years in a row, DPP has enrolled about 5,900 children – 5,921 in 2010 and 5,915 in 2011.
- ***A decline in the amount of individual tuition credits did not adversely affect participation in DPP.*** Although average tuition credits have been reduced by 25-35% for the 2010-2011 school year due to tough economic times, this reduction has not appeared to adversely affect the number of parents and children participating in the DPP tuition reimbursement program.
- ***Although parents associate DPP with quality preschool, they do not have a good understanding of how DPP works and how it is funded.*** Most parents surveyed knew that DPP helped to increase access to preschools in the Denver area. Fewer realized that DPP provides tuition credits and supports preschool quality improvement. Very few could identify how DPP is funded.
- ***Parents are confused about the respective roles of DPP and DPS.*** Parents who use DPP tuition credits to enroll their children in DPS classrooms often do not understand that DPP is helping to pay for their child's education.
- ***Preschool providers are not as comfortable describing DPP as in previous years.*** Preschools have concerns about the structure of quality improvement support and the elimination of support for summer school. These may lead to discomfort with describing the program.
- ***Families are beginning to perceive preschool differently.*** Parents increasingly see preschool as important to a child's development, cognitive, social and emotional growth, and long-term success in school.

- ***Quality may be playing a bigger role as families select a preschool for their child.*** The data is beginning to indicate that quality may influence parental decisions about which preschool they select for their child.

While room for improvement exists, DPP continues to realize its goals and manage its financial resources in tough economic times. The organization has also assumed a leadership role in both local and statewide discussions of child care and preschool quality.

Description of the Denver Preschool Program (DPP)

The Denver Preschool Program (DPP) was created to encourage Denver families with four-year-old children to voluntarily enroll in quality preschool programs so that children can be successful in kindergarten and beyond. In November 2006, Denver voters approved the Preschool Matters initiative, under which the city collects a .12 percent sales tax that is set aside for DPP. Since January 2007, the city has collected between \$8 and \$11 million annually for the program, with over 80% used to provide tuition credits to parents of 4-year old preschoolers as well as to provide grants to preschools to improve the quality of their programs. Of the remaining tax revenue, five percent is used to administer the program and the balance is paid to contractors to undertake program operations and to evaluate the program. Although DPP began operating midway through the 2007-2008 school year, it did not become fully operational until the 2008-2009 school year. Thus, the 2010-2011 school year is DPP's third year as a fully operational program.¹

Program Design

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

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

The DPP tuition credit is an amount of money available for children of Denver residents enrolled in qualified preschool programs the year before kindergarten. The size of the credit, which ranges from \$12 to \$539 per month, is determined by the following four factors:

1. The cost differential to run a preschool program at each of four different **quality levels**.

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

2. A family's **income level and family size**;
3. The amount of time a child attends preschool, which takes into consideration **attendance rates** and **extended-time** versus **full-time** versus **part-time status**; and
4. **Other support** available to the family to pay for preschool.

In order to obtain a tuition credit, the child's family first applies to DPP. Applications are then reviewed by a DPP contractor, ACS, to verify income, determine whether the child will attend full-time, part-time, or for an extended-day, and ascertain whether or not there are other sources of public revenue available to the family to assist with paying for preschool. If funds to help pay for preschool tuition are also available from other sources such as Head Start, the Colorado Child Care Assistance Program (CCCAP) or the Colorado Preschool Program (CPP), the size of the DPP tuition credit is reduced by the amount provided by the other source. Once it is determined that the family and child are eligible to participate and the tuition credit has been calculated, DPP pays the money directly to the preschool provider. For any particular child, a provider cannot receive more than the amount of tuition charged.

Provider Eligibility

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

Program Improvement and Quality

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

DPP also allocates funds to support quality improvement efforts for each of the participating DPP providers. These funds may be used to purchase classroom equipment, materials and other resources that improve the quality of both the indoor and the outdoor learning environments or to increase the level of education and training of the provider's classroom staff and administration. Tuition assistance and scholarships may be provided to enable staff to attend

college-level early childhood education classes, college-level courses leading to an education-related degree, and for approved seminars, workshops, and conferences.

Coaching services are available from DPP to support those classrooms that have completed the Qualistar Rating process. In preparation for their first rating, new providers may also access up to a year of coaching services.

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

DPP Organization and Staffing

DPP is required to provide status reports to the Mayor's Office for Education and Children (MOEC), a Denver city agency. A seven-member board of directors and a 17-member board of advisors oversee the program. DPP has three administrative staff: a Chief Executive Officer; a Program Manager; and a Program Assistant. The current staff has worked together for the past year but the Chief Executive Officer was officially appointed to the position in September, 2011.

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

Status of DPP in 2010-11²

Number of Children

Denver Preschool Program enrollment remained constant for the 2011 school year. Total enrollment in DPP for 2011 was essentially the same as the enrollment in 2010, 5,915 in 2011 as compared to 5,921 in 2010. The total number of preschool providers grew from 164 to 173

² The information on participating students and their families was taken from the ACS database on August 16, 2011. The information on providers was taken from the Qualistar Colorado database on August 8, 2011.

with services being provided at 256 sites (see Table 2 for most recent provider data³). Of the 5,915 DPP children, 4,076 (an 11% increase from 2010) received services at 85 Denver Public Schools (DPS) sites, while 1,759 received services from 152 center-based sites and 19 home-based sites. Thirty-two students were enrolled in both DPS and community sites during different times of the day. Table 1 shows the distribution of approved children enrolled in DPP-approved sites. Approximately 45% of DPP preschools enroll fewer than 10 students. Not surprisingly, center-based and home-based sites both were likely to enroll fewer students per site than DPS sites.⁴

Table 1

| DPP Students by Provider Type and Size in 2011 | | | | |
|---|--------------------|-------------------------------|-----------------------------|--------------|
| | # of Sites* | | | |
| # of Children Enrolled | DPS | Community Center-Based | Community Home-Based | Total |
| 1-9 | 0 | 95 | 18 | 113 |
| 10–24 | 10 | 42 | 0 | 52 |
| 25-49 | 36 | 10 | 0 | 46 |
| 50-99 | 38 | 4 | 0 | 42 |
| 100 or more | 0 | 0 | 0 | 0 |
| Total | 84 | 151 | 18 | 253 |

* It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table do NOT include the 32 students who were enrolled in both DPS and community sites.

³ The totals in Tables 1 and 2 are not identical due primarily to changes that have occurred over the course of the school year or between school years. In the case of DPS, several sites have closed or moved their ECE classrooms to another site. Greenlee and Greenlee Extended Day are distinguished in provider data, but not reported as separate by parents as they apply to DPP. Several community sites have opened, closed, or moved from home-based to center-based. As a result of all of these changes, the totals do not align perfectly between these two tables. For grand totals, use the data in Table 2.

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

Number and Quality of Sites

While 82% of DPP preschool sites were 3- or 4-star-rated Qualistar programs in 2011, quality ratings varied substantially by the type of preschool. The vast majority of DPS preschools, 96.5%, were rated 3- or 4-star, while just 77.6% of community center-based preschools and 52.6% of home-based preschools were rated at 3- or 4-star. Of the home-based preschool providers, 10.5% currently participate in the "Intro to Quality" phase, which enables the provider to prepare for a quality rating assessment by working with a coach for a year. The distribution of preschools by quality rating and provider type is shown below in Table 2.

Table 2

| DPP Providers by Provider Type and Qualistar Rating in 2011 | | | | | | | | |
|---|-----------|---------------|------------------------|---------------|----------------------|---------------|------------|---------------|
| Star Rating | DPS* | | Community Center-Based | | Community Home-Based | | Total* | |
| | # | % | # | % | # | % | # | % |
| 1 Star | 0 | 0.0% | 2 | 1.3% | 2 | 10.5% | 4 | 1.6% |
| 2 Star | 3 | 3.5% | 25 | 16.4% | 3 | 15.8% | 31 | 12.1% |
| 3 Star | 64 | 75.3% | 76 | 50.0% | 10 | 52.6% | 150 | 58.6% |
| 4 Star | 18 | 21.2% | 42 | 27.6% | 0 | 0.0% | 60 | 23.4% |
| Intro to Quality | 0 | 0.0% | 3 | 2.0% | 2 | 10.5% | 5 | 2.0% |
| Provisional | 0 | 0.0% | 1 | 0.7% | 1 | 5.3% | 2 | 0.8% |
| In Process/ Missing | 0 | 0.0% | 3 | 2.0% | 1 | 5.3% | 4 | 1.6% |
| Total | 85 | 100.0% | 152 | 100.0% | 19 | 100.0% | 256 | 100.0% |

*It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table do NOT include the 32 students who were enrolled in both DPS and community sites.

The vast majority of students in both community and DPS preschools were enrolled in 3- or 4-star rated programs. Eighty-four percent of students who attended community center-based preschools and 95% who attended DPS preschools were in 3- or 4-star-rated preschools. Seventy-nine percent of the students enrolled in home-based preschools were enrolled in 3- or 4-star-rated preschools. The distribution of students by quality rating and provider type is shown below in Table 3.

Table 3

| Number of DPP Students by Provider Type and Qualistar Rating in 2011 | | | | | | | | | | |
|---|--------------|---------------|-------------------------------|---------------|-----------------------------|---------------|--------------|---------------|---------------|---------------|
| (Student Count & Percent in Specified Rating) | | | | | | | | | | |
| Star Rating | DPS | | Community Center-Based | | Community-Home-Based | | Both* | | Total* | |
| | # | % | # | % | # | % | # | % | # | % |
| 1 Star | 0 | 0.0% | 10 | 0.6% | 1 | 2.1% | 0 | 0.0% | 11 | 0.2% |
| 2 Star | 184 | 4.5% | 238 | 13.5% | 1 | 2.1% | 0 | 0.0% | 423 | 7.2% |
| 3 Star | 2,893 | 71.0% | 837 | 47.6% | 37 | 78.7% | 25 | 78.1% | 3,792 | 64.1% |
| 4 Star | 987 | 24.2% | 645 | 36.7% | 0 | 0.0% | 7 | 21.9% | 1,640 | 27.7% |
| Intro to Quality | 0 | 0.0% | 10 | 0.6% | 4 | 8.5% | 0 | 0.0% | 14 | 0.2% |
| Provisional | 1 | 0.0% | 7 | 0.4% | 0 | 0.0% | 0 | 0.0% | 8 | 0.1% |
| In Process/Missing | 11 | 0.3% | 12 | 0.7% | 4 | 8.5% | 0 | 0.0% | 28** | 0.5% |
| Total | 4,076 | 100.0% | 1,759 | 100.0% | 47 | 100.0% | 32 | 100.0% | 5,915 | 100.0% |

*It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table include the 32 students who were enrolled in both DPS and community sites.

**Total is not the sum of the provider type totals because provider type data is missing for one individual.

An important indicator of the success of the DPP program is the growing number of students enrolled in high-quality preschool programs. As illustrated in Table 4 below, in 2008, 575 DPP students were enrolled in a 3- or 4-star-rated program; by 2011, 5,431 students were enrolled in 3- or 4-star-rated programs. As the number of students participating in DPP has expanded, the percentage of students enrolled in 3- and 4-star programs has remained above 85%, with a percentage of 91.8% in 2011, a 6.4% increase from 2010. This data also shows a steady decline in the number of 1-star-rated sites across the city over the past three years. Below, Table 4 shows the comparisons of DPP students by star rating across all school years, and Figure 1 presents a graph reflecting this data.

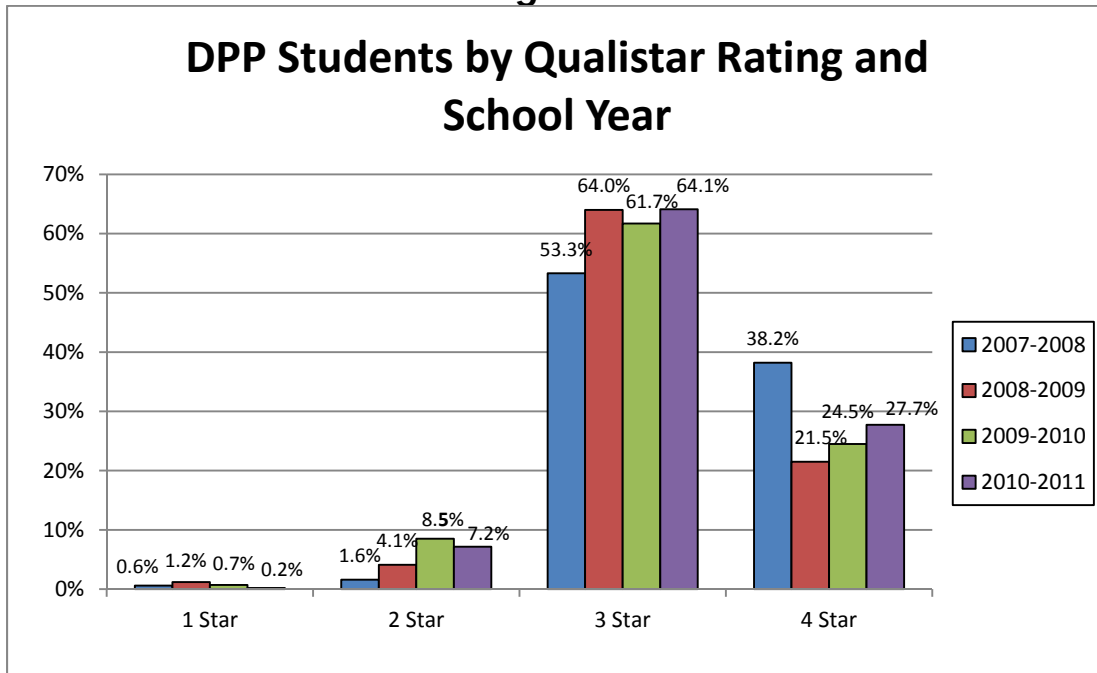
Table 4

| Number of DPP Students by Qualistar Rating and by School Year | | | | | | | | |
|---|------------|----------------|--------------|----------------|----------------|----------------|----------------|----------------|
| Star Rating | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | |
| | # | % | # | % | # | % | # | % |
| 1 Star | 4 | 0.6% | 62 | 1.2% | 43 | 0.7% | 11 | 0.2% |
| 2 Star | 10 | 1.6% | 209 | 4.1% | 504 | 8.5% | 423 | 7.2% |
| 3 Star | 335 | 53.3% | 3,253 | 64.0% | 3,654 | 61.7% | 3,792 | 64.1% |
| 4 Star | 240 | 38.2% | 1,092 | 21.5% | 1,451 | 24.5% | 1,640 | 27.7% |
| Intro to Quality | 0 | 0.0% | 190 | 3.7% | 97 | 1.6% | 14 | 0.2% |
| Provisional | 1 | 0.2% | 3 | 0.1% | 6 | 0.1% | 8 | 0.1% |
| In Process/ Missing | 38 | 5.7% | 274 | 3.2% | 166 | 2.8% | 28** | 0.5% |
| Total | 628 | 100.0 % | 5,083 | 100.0 % | 5,921 * | 100.0 % | 5,915 * | 100.0 % |

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

**Total is not the sum of the provider type totals because provider type data is missing for one individual.

Figure 1

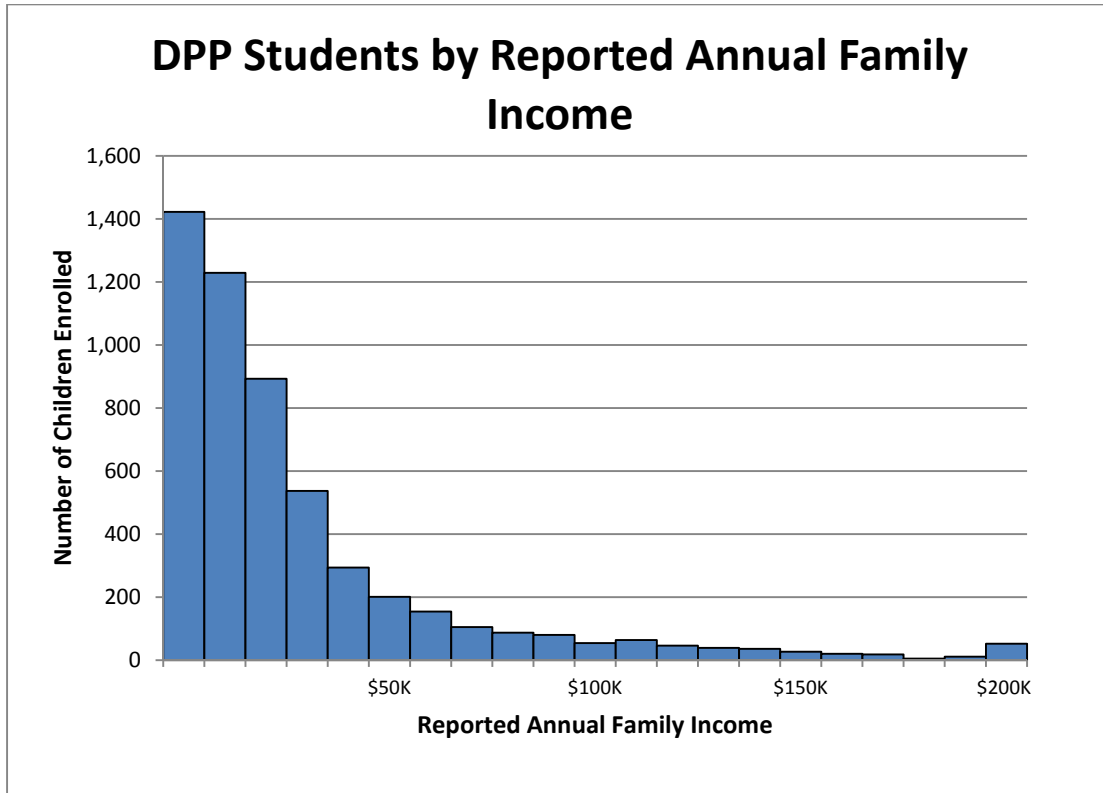


Family Income

In 2011, DPP continued to serve Denver's lowest income families. Nearly two thirds, 66%, of DPP families reported annual family incomes of less than \$30,000. Only 12% of families

reported annual family incomes of \$70,000 or higher. Figure 2 presents the distribution of children served by DPP in 2011 by annual family income.

Figure 2



Primary Home Language

Families that speak English as their primary home language represented the majority of the DPP population in 2011, at 58% of all students. Approximately 31% of the families enrolled in DPP during the 2011 school year reported speaking Spanish at home. The remaining 11% of families did not report their primary home language, speak more than one language at home, or speak a language other than English or Spanish. These percentages were similar to the percentages reported in the 2009 and 2010 school years. Table 5 below details DPP 2011 enrollment by the language spoken at home.

Table 5

| DPP Students by Home Language in 2011 | | |
|--|--------------|-------------|
| Home Language | # | % |
| English | 3,456 | 58.4% |
| Spanish | 1,816 | 30.7% |
| Vietnamese | 43 | 0.7% |
| Arabic | 65 | 1.1% |
| Multi-Lingual | 383 | 6.5% |
| Other Language | 50 | 0.8% |
| Not Provided | 102 | 1.7% |
| Total | 5,915 | 100% |

Race/Ethnicity

The racial/ethnic distribution of children participating in the program this year closely mirrored the distribution of the previous three years. The percentage of participants reporting “other” race/ethnicity or not reporting race/ethnicity continued to decrease from 2009 to 2011. In 2011, Hispanic children continued to lead all other race/ethnicity groups in DPP participation with 51% of the total DPP enrollment. White children represented 26% of participants, and black children represented 13% of enrollees. Table 6 below details the race/ethnicity of children enrolled in DPP across all four years of the program.

Table 6

| DPP Students by Child’s Ethnicity and School Year | | | | | | | | |
|--|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|
| Child’s Ethnicity | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | |
| | # | % | # | % | # | % | # | % |
| Asian | 15 | 2.4% | 149 | 2.9% | 186 | 3.1% | 190 | 3.2% |
| Black | 59 | 9.4% | 658 | 12.9% | 741 | 12.5% | 788 | 13.3% |
| Hispanic | 344 | 54.8% | 2,634 | 51.8% | 2,918 | 49.3% | 3,017 | 51.0% |
| Native American | 5 | 0.8% | 56 | 1.1% | 49 | 0.8% | 50 | 0.8% |
| Multi-Racial | 27 | 4.3% | 177 | 3.5% | 301 | 5.1% | 257 | 4.3% |
| White | 134 | 21.8% | 1,040 | 20.5% | 1,621 | 27.4% | 1,563 | 26.4% |
| Other/Missing/Not Provided | 41 | 6.5% | 369 | 7.3% | 105 | 1.8% | 50 | 0.8% |
| Total | 628 | 100.0 % | 5,083 | 100.0 % | 5,921 | 100.0 % | 5,915 | 100.0 % |

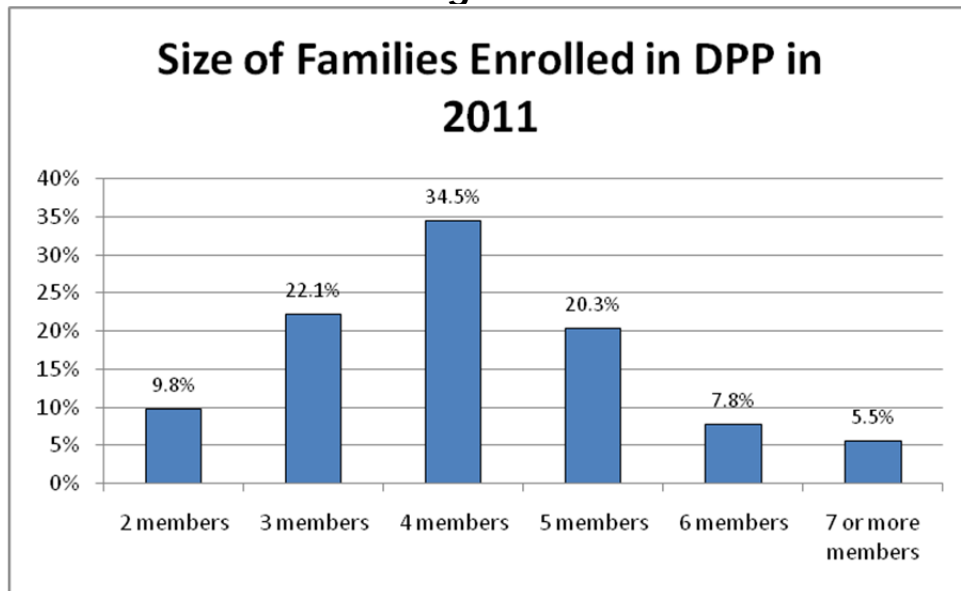
Family Size

The distribution of families according to family size is presented in Table 7. Family size distribution in the program for 2011 looks similar to the distributions over the past three years.

Table 7

| Size of Families Enrolled in DPP in 2011 | | |
|---|--------------|---------------|
| Family Size | # | % |
| 2 members | 579 | 9.8% |
| 3 members | 1,309 | 22.1% |
| 4 members | 2,039 | 34.5% |
| 5 members | 1,200 | 20.3% |
| 6 members | 461 | 7.8% |
| 7 or more members | 327 | 5.5% |
| Total | 5,915 | 100.0% |

Figure 3



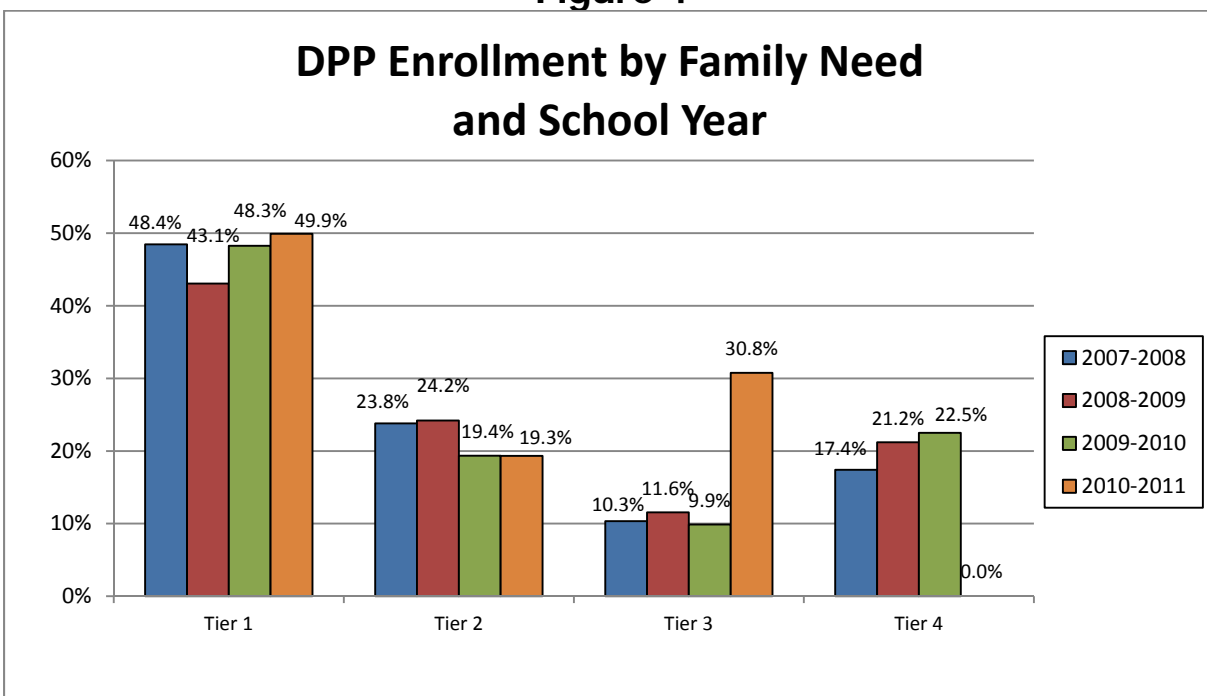
Level of Family Need (Income Tier Adjusted by Family Size)

In order to estimate each family's *need* for tuition credits, DPP looks at two factors: annual family income and family size. DPP organizes the resulting income index into six categories or tiers. Figure 4 below presents the enrollment of DPP families by family need. Tier 1 indicates

the families with the highest need for tuition credits, and Tier 4 indicates the families with the lowest need for tuition credits. In all years of DPP operation, the greatest percentage of families enrolled in DPP fell into Tier 1, indicating families with a relatively high need for tuition credits.

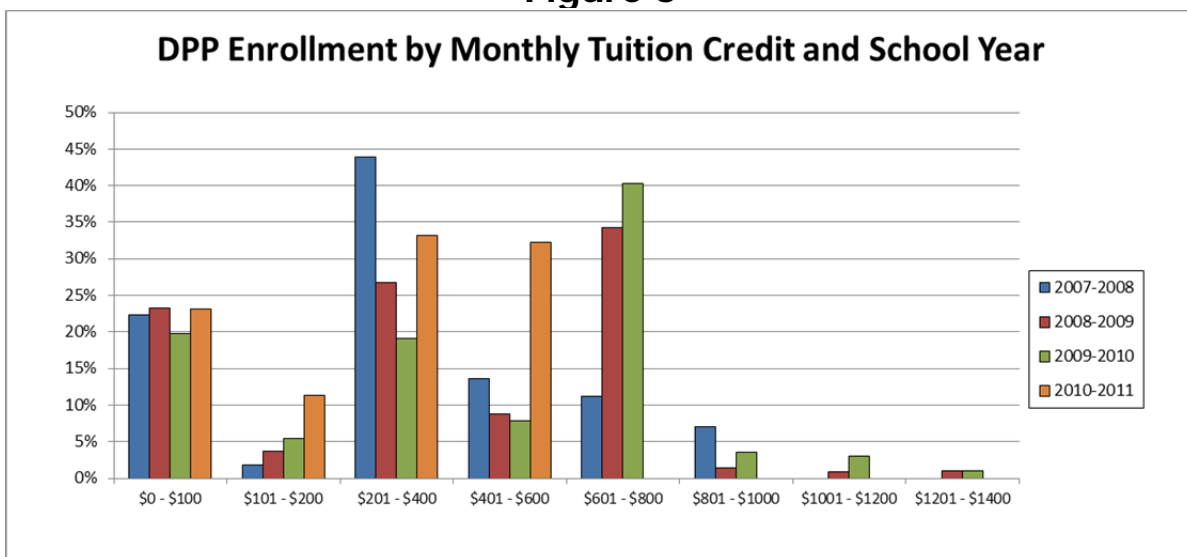
Because of the comparatively small difference between Tiers 3, 4, 5 and 6, the evaluators believe that it is appropriate to consolidate these tiers into a single Tier 3 category for analysis purposes. The result of consolidating Tiers 3, 4, 5, and 6 is presented in Figure 4 below, with original Tiers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

Figure 4



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

Figure 5



As a result of the financial constraints experienced by DPP the average monthly tuition credit decreased significantly in 2011. Figure 6 below shows the average monthly tuition credits for years 2007 through 2011. This decrease did not affect enrollment in DPP; enrollment remained constant for the 2011 school year. The total number of children approved by DPP and receiving tuition credits in 2010 was 5,921 and during 2011 the enrollment totaled 5,915.

Figure 6

