



Second Generation Quality Rating and Improvement Systems – State Trends and Directions



Introductions



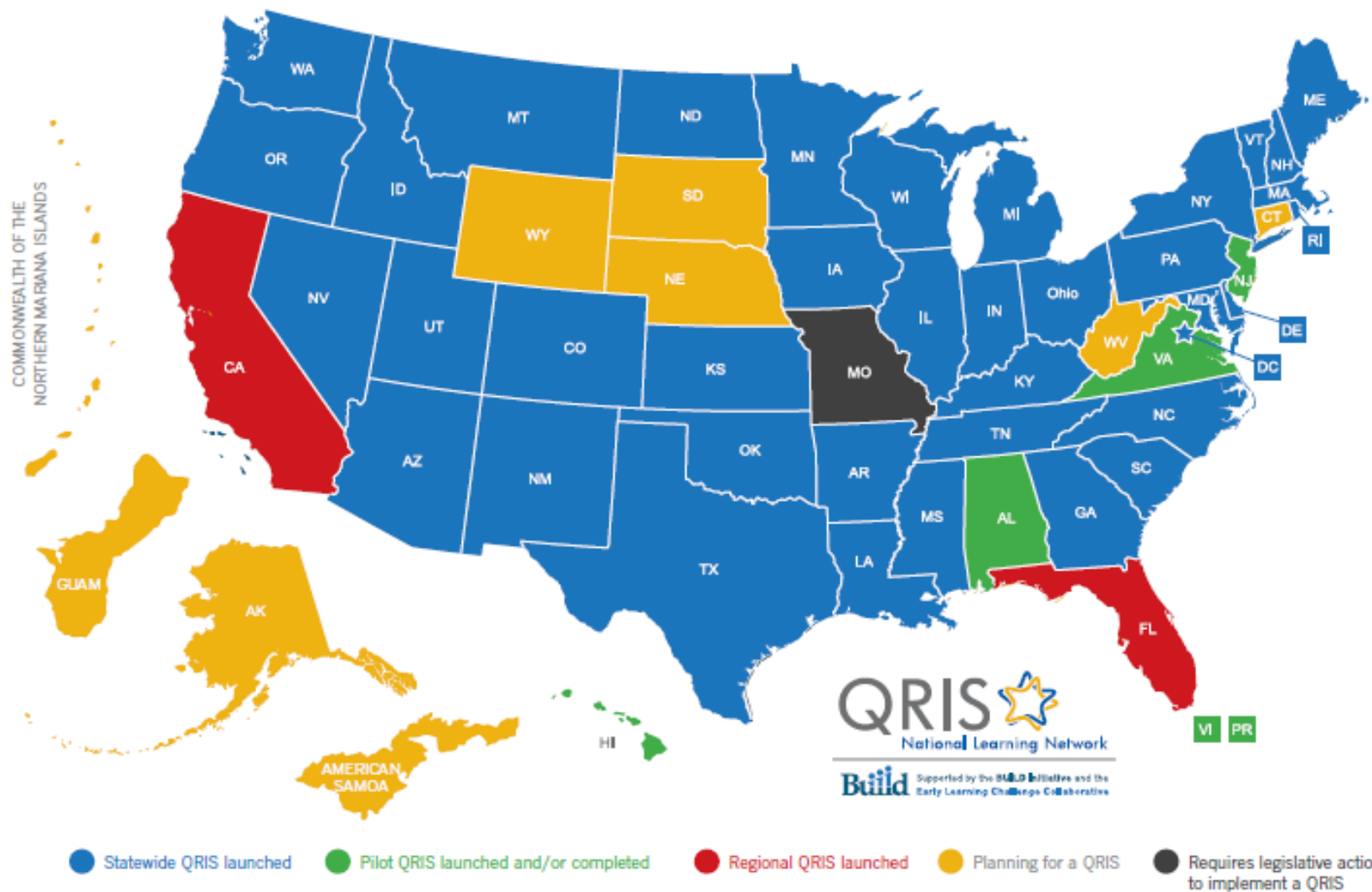
Agenda for the Conversation

- QRIS
 - Why
 - Historic Context
 - Elements of QRIS
- Innovation
 - Theory of Change
 - State Level
 - National Trends



Current Status of QRIS in States

February 2014



Why have a QRIS?

- Consumer Perspective
- Provider/Program Perspective
- Policymaker Perspective



Historical Context

- What's in a name?
- From work support to school readiness
- NAEYC as the north star
- Indicators from Federal Government
- Brain Research
- Movement to standards based
- ECE Systems Building-QRIS
- Accountability, ROI and Results
- Using Research to inform practice



Principal Elements of Quality



- Highly skilled providers
- Age-appropriate curricula and stimulating materials in a safe physical setting
- A language-rich environment
- Warm, responsive interactions
- High and consistent levels of child participation
- Small class sizes and high adult-to-child ratios



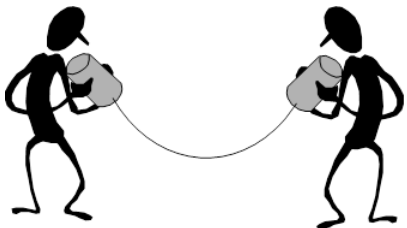
Elements of QRIS

- Program, teacher and learning standards
- Monitoring/quality assurance
- Financial incentives
- Quality improvement supports
- Family/consumer education



Lets Talk

From your observations and view point, other ideas or considerations about how we got here?
The history of QRIS Systems development?



Innovation in the States



Illinois – Innovation

- Licensing
- Bronze Circle of Quality = Complete training over a wide range of topics
- Silver Circle of Quality = Rigorous self-assessment, with ERS completed by trained person such as a CCR&R Quality Specialist
- Gold Circle of Quality = Demonstrated quality, validated by outside assessor
- Awards of Excellence= Recognizing best practice for fostering developmental gains for at-risk children; can be earned by programs that are at Gold Circle (PS excellence, Infant/Toddler, Inclusion, Family Practices etc.)



Preparing
Children for
Success



Continuous Quality Improvement - Pennsylvania

Continuous Quality Improvement (CQI) Plan and State Supported Resources

- PAS, CLASS, other classroom observation
- Go Green
- NAP SACC
- Strengthening Families
- CSEFEL Pyramid Model
- Special Quest
- Cultural Competencies (NAEYC)
- Race Matters
- Mind in the Making
- Strengthening program for English Language Learners
- Accreditation

The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization."

Peter Senge



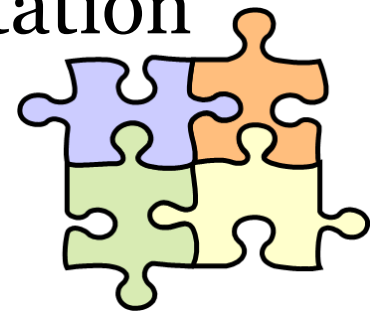
CQI at all Levels of the System

To get better and better at
getting better and better...
program level, implementers
and support programs,
state level



Fewer Standards – MA and MN

- Standards - Fewer, clearer standards
- Eliminated standards already in licensing
- Collapsed standards where documentation required was the same
- Eliminated standards that lacked
 - Strong research base
 - Alignment with research based observational measures
 - Objective basis for documentation
 - Inclusion in other state's QRIS
 - Articulation by stakeholders that standard reflected best practice



Racial/Cultural/Linguistic Responsiveness

- 20 states referenced in RTT/ELC inclusion of specific measures related to cultural competence in their QRIS.
- HI has a “diversity” category.
- NC, CT, FL, IL, MN, NJ, WA and WI proposed to develop training, materials and other TQRIS supports in multiple languages.
- MD offers financial incentive for DLL teachers



States Considering Theory of Change

What is the Vision for QRIS? What Levers are used to progress to that vision?

The Literature is deepening in these important areas:

- Use of Logic Models to demonstrate inputs and outcomes
- How is the implementation science being used to provide a conceptual framework?
- What does the 'end' look like?
- What are best and promising practices?



Goals of the QRIS – Zaslow/Tout (QRIS NLN Meeting July 2013)

- Some activities may actually be included in a QRIS framework because they are contributors to these other outcomes.
- They may not be direct contributors to child outcomes.
- Naming the further central outcomes, and identifying the activities we see as contributing to them, can help avoid missteps in studies validating QRIS.
- It is important to test for linkages in the appropriate places, and not seek to demonstrate direct linkages to child outcomes from activities that are contributors to other critical outcomes.



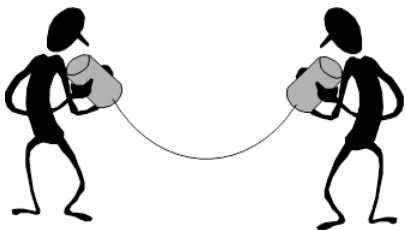
Articulating Other Outcomes

- Professionalization of the ECCE Workforce
 - Quality indicators/standards related to staff qualifications
 - Provision of scholarships and career advising
 - Creation of a career lattice so that members of the workforce have a clear professional path
 - Leadership
- Improving ECCE as a System
 - Quality indicators/standards related to licensing compliance, accreditation, and administration and management
 - Quality indicators/standards that apply across different types of ECCE taking into account existing performance standards
 - Facilitation of collaborations and partnerships across types of ECCE
 - Financing
 - Partnership Development – Cross sector and others
 - Improving CQI process at every level of the system
- Enhancing Family Outcomes
 - Quality indicators related to family partnerships and community involvement
 - Consumer education about school readiness and high quality ECCE



Lets Talk

What is your reaction to states defining and tracking other goals (besides child outcomes) of the QRIS?



Trending QRIS Revisions

- Deepening the work from addressing global quality to improving teaching and learning
- Increasing provider participation and tracking movement (and supports needed) up the quality continuum
- Use of data and data based systems in implementation
- Adding OR streamlining standards
- Continuous Quality Improvement Initiatives
- Building on cross sector participation
- Studying assessment tools, considering +/-



Changing the Number of Quality Levels - Considerations

- Varies in states from 3-5
- Based on where licensing begins
- How big is the 'step' between levels?
- How long will it take a program to progress from one level to the next?
- What supports will be needed to move to a higher quality level?
- What additional financing will be required?
- How much does it cost a program to move up?
- Impact on providers and system



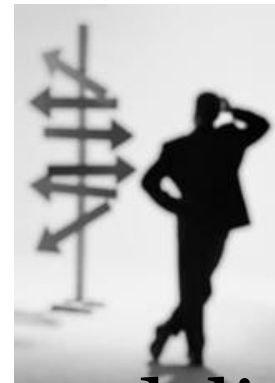
From Block to Hybrid Models

- 1. Building block approach.** In this approach, all the standards in each level must be met for programs to move to the next level. *District of Columbia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee .*
- 2. Point system.** In this approach, every standard is assigned a number of points, with a combined score used to determine the quality rating. *Colorado, North Carolina, Tennessee (Star-Quality Child Care Program), Vermont, and Wisconsin.*
- 3. Combination approach.** In this approach, a combination of the building block approach and the point system determines program ratings. The first levels are building blocks; higher levels are earned through a point system. *Delaware, Iowa and Louisiana.*



Options for Addressing 'Pain Points'

- Analyze your Data, Evaluation, Research
- Alternate pathways
- Policy modifications
- Changes in how interpretation of meeting a standard is assessed
- 'Timing in a change'
- Changing a Standard
- Modify how/when supports are delivered



Considerations when Modifying

- What problem/issue or new vision is the change addressing?
- What is your data and evaluation telling you?
- Implications in all the component areas
 - Standards, Accountability Measures, Provider Supports, Financial Incentives, Family & Provider Education & Engagement Efforts
- National Scans
- Unintended Consequences?



What are We Hearing?

States have a host of questions that range from whether the QRIS makes a meaningful difference in quality and can impact child outcomes to questions regarding administration, technical assistance, scaling and sustainability. The focus on Validation studies has left states struggling to address the many other types of questions about implementation, financing, and others that are tugging at them every day.



Data, Evaluation and Research

- Use of integrated data and data based systems as evaluation/research/accountability tools and to inform QRIS and CQI
- Studying use of assessment tools
- Studying impact of QRIS on raising quality
- Considering impact on children's readiness



Emerging Innovations in TA Practice



- Readiness Inventories
- Mentoring Approaches
- Strategies to address variations in quality
- Communities of Practice (CoP) for providers – reflective and supportive climate for change
- Program Instructional Leadership and developing internal program capacity
- Identifying available supports for providers
- Data and experience informing TA practice
- CQI for PD instructors and TA professionals-competencies, professional development, case conferencing and CoP

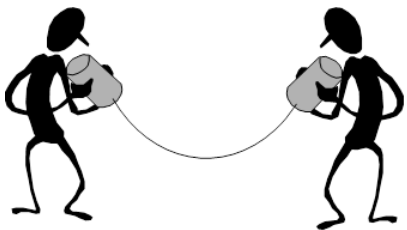


Lets Talk

From your point of view, where do you see the most emphasis in QRIS system development?

Where do you think the most important changes are needed in QRIS system development?

What developments are you most excited about?



Questions, Reflections, Comments?



For More information

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