Quality Rating and Improvement Systems in 10 easy slides

July 2014
Elements of any QRIS

- **Information for parents** to help make early learning program choices.
- **Training and support** for programs to assess and improve the quality of their program.
- **A tier rating system** based on programs meeting specific standards with requirements that increase as programs move up.
California’s QRIS Effort

- Started as First 5 efforts – Power of Preschool, Preschool For All, Child Signature Program
- Solidified through State level policy efforts – CA Early Learning QIS, State Advisory Council
- Emerged as 17-county agreement through the Race to the Top Early Learning Challenge Grant
- Included in the 2014-2015 Budget Agreement as a road map to expansion of spaces AND future increases in reimbursement rates
QRIS: System Designed for Improvement

QRIS Matrix Sets Benchmarks in 3 Areas of Quality
- Child Development and School Readiness
- Teachers and Training
- Program and Environment

Pathways Describe Research-Based Best Practices and Resources For Each Area
- Foundations and Frameworks
- CSEFEL
- Strengthening Families Framework

Research Links Pathways to Specific Outcomes
- Informed Parents
- Children Ready for Kindergarten
- Providers Ready for Children
QRIS Matrix

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>BLOCK</th>
<th>[Common Tier 4] Licensed to All SI</th>
<th>2 POINTS</th>
<th>3 POINTS</th>
<th>4 POINTS</th>
<th>5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child Observation</td>
<td>1. Not required</td>
<td>1. Program uses evidence-based child observation tool annually that covers all five domains of development</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Developmental and Health Screenings</td>
<td>2. Meets Tier 2 Regulated</td>
<td>2. Health screening form (Community Care Licensing Form LIC 702 &quot;Physician’s Report - Child Care Centers” or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually</td>
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<tr>
<td>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCC)</td>
<td>3. Meets Tiers 2 Regulated</td>
<td>3. Center: 24 units of ECE/CD (Associate Permit) + 12 units TIER I, 24 units of ECE/CD (Associate Permit) 2. Associate Permit + 12 units TIER I, 24 units of ECE/CD 3. Without a permit + 12 units TIER I, 24 units of ECE/CD</td>
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</tr>
<tr>
<td>4. Effective Teacher-Child Interactions: CLASS Assessments</td>
<td>4. Fairly required</td>
<td>1. Fairly required with CLASS tool for appropriate age group as available</td>
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</tr>
</tbody>
</table>

**CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS**

1. Child Observation
   - 1. Not required
   - 1. Program uses evidence-based child observation tool annually that covers all five domains of development
2. Developmental and Health Screenings
   - 2. Meets Tier 2 Regulated
   - 2. Health screening form (Community Care Licensing Form LIC 702 "Physician’s Report - Child Care Centers” or equivalent) used at entry, then:
     - 1. Annually
     - 2. Ensures vision and hearing screenings are conducted annually
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCC)
   - 3. Meets Tiers 2 Regulated
   - 3. Center: 24 units of ECE/CD (Associate Permit) + 12 units TIER I, 24 units of ECE/CD (Associate Permit) 2. Associate Permit + 12 units TIER I, 24 units of ECE/CD 3. Without a permit + 12 units TIER I, 24 units of ECE/CD
4. Effective Teacher-Child Interactions: CLASS Assessments
   - 4. Fairly required

**CORE 2: TEACHERS AND TEACHING**

1. Child Observation
   - 1. Program uses evidence-based child observation tool annually that covers all five domains of development
2. Developmental and Health Screenings
   - 2. Meets Tier 2 Regulated
   - 2. Health screening form (Community Care Licensing Form LIC 702 "Physician’s Report - Child Care Centers” or equivalent) used at entry, then:
     - 1. Annually
     - 2. Ensures vision and hearing screenings are conducted annually
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCC)
   - 3. Meets Tiers 2 Regulated
   - 3. Center: 24 units of ECE/CD (Associate Permit) + 12 units TIER I, 24 units of ECE/CD (Associate Permit) 2. Associate Permit + 12 units TIER I, 24 units of ECE/CD 3. Without a permit + 12 units TIER I, 24 units of ECE/CD
4. Effective Teacher-Child Interactions: CLASS Assessments
   - 4. Fairly required

Matrix shows the common elements all 17 consortia have agreed to use. Consortia have agreed to keep Tiers 1, 3, and 4 constant with flexibility for Tiers 2 and 5.
# QRIS Pathways Document

Pathways Document shows relationship between Goals, Rated Elements and Required Tools and Resources that must be in place to support program and/or teacher improvement.

<table>
<thead>
<tr>
<th>Social-Emotional Development</th>
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<tbody>
<tr>
<td><strong>Goal (Pathway)</strong></td>
<td>Children receive support to develop healthy social and emotional concepts, skills, and strategies.</td>
</tr>
<tr>
<td><strong>Related Element(s)</strong></td>
<td>CORE I.2 Developmental and Health Screenings</td>
</tr>
<tr>
<td><strong>Required Common Tool(s) &amp; Resources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3)</td>
</tr>
<tr>
<td></td>
<td>Social-emotional Foundations and Frameworks (Infant/Toddler and Preschool Volume #1)</td>
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<thead>
<tr>
<th>Health, Nutrition, and Physical Activity</th>
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<tbody>
<tr>
<td><strong>Goal (Pathway)</strong></td>
<td>Children receive support for optimal physical development, including health, nutrition, and physical activity.</td>
</tr>
<tr>
<td><strong>Related Element(s)</strong></td>
<td>CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings</td>
</tr>
<tr>
<td><strong>Required Common Tool(s) &amp; Resources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CA Preschool Foundations and Frameworks Volume 2 – Health</td>
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<td></td>
<td>Infant/Toddler Program Guidelines</td>
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<tr>
<td></td>
<td>Infant/Toddler Learning and Development Foundations and Frameworks-Perceptual/ Motor</td>
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<td></td>
<td>USDA Child and Adult Care Food Program Guidelines</td>
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<thead>
<tr>
<th>CORE II: Teachers and Teaching</th>
<th></th>
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<tbody>
<tr>
<td><strong>Effective Teacher-Child Interactions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal (Pathway)</strong></td>
<td>Teachers are prepared to implement effective interactions in the classroom.</td>
</tr>
<tr>
<td><strong>Related Element(s)</strong></td>
<td>CORE II.4 Effective Teacher-Child Interactions</td>
</tr>
<tr>
<td><strong>Required Common Tool(s) &amp; Resources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Assessment and Scoring System (CLASS) for relevant age grouping</td>
</tr>
<tr>
<td></td>
<td>Program Assessment Rating Scale (PARS), as applicable and available</td>
</tr>
</tbody>
</table>
QRIS Uses Research-Based Assessment Tools

- Classroom Assessments
  - Classroom Assessment Scoring System (CLASS)
  - Environmental Rating Scale (ERS)
  - Desired Results Developmental Profile (DRDP) Parent Survey

- Child Assessments
  - DRDP
  - Ages and Stages Questionnaire
QRIS Across CA

- Consortia: 16 Counties / 17 Consortia
  - Alameda, Contra Costa, El Dorado, Fresno, LA, Merced, Orange, Sacramento, San Diego, San Joaquin, Santa Barbara, San Francisco, Santa Clara, Santa Cruz, Ventura, Yolo

- Mentees: 14 Counties
  - San Luis Obispo, Kern, Imperial, Kings, Madera, Mariposa, Nevada, Placer, Riverside, San Bernardino, San Mateo, Sierra, Stanislaus, Tulare
How are Commissions Supporting QRIS

▪ Funding Streams
  – First 5 Local Funding (Majority)
  – First 5 CA Match
    ▪ CSP 1, CSP 2, and CSP 3
    ▪ CARES Plus
  – RTT-ELC
  – Other Local Funding

▪ Partnerships
  – County Offices of Education
  – School Districts
  – Resource and Referral Agencies

▪ Programs and Supports
  – Assessments (ERS, CLASS, DRDP)
  – Trainings (CSEFL, Foundations and Frameworks, PITC, etc.)
  – Coaching / Technical Assistance
  – Higher Education Support

▪ Systems Development
  – Assessment System
  – Evaluation and Data
  – Convening Partners
  – Other Supports (Screening, Health, etc.)
Funding Specifics

- First 5 Investing $277M into CARES and CSP from 2012-2013 to 2015-2016
  - 66% Local Investments
  - 26% First 5 CA Matching Funds
  - 8% First 5 CA State Contracts (non-First 5 contractors)
- RTT-ELC
  - CA awarded $75M through December 2015
  - 75% of funds directed to Local Consortia
- 2014-2015 CA Budget
  - $50M Quality Grants for QRIS Local Efforts
  - 80% of funds for tiered reimbursement
  - 20% of funds for infrastructure
Part Two: What Should Our Role Be?

- Association joined the Statewide Leadership Team with First 5 CA and CDE
- Association and First 5 CA convening policy conversations with other advocates about system funding and design
- Association convened 12 counties (RTT and CSP2) to discuss peer-to-peer supports for non-RTT counties
- Today’s meeting seeks your feedback on where and how we participate
The First 5 Association should advance the following agreements:

- First 5 should endorse QRIS as the way to measure and support early learning quality
- First 5 should utilize the QRIS framework (rating matrix + quality improvement pathways) to create clear and consistent communications for early learning quality
- First 5 should build on the QRIS framework to organize legislative requests for future funding related to early learning as well as First 5 CA funding
Agreements from July 10 Meeting – Part 2

- The First 5 Association should work with a representative group of County Commission staff to:
  - Work collaboratively with First 5 CA to chart future investments in the early learning system in California.
  - State support for local efforts should grow from a shared and collaborative design for such investments, and should be seen as co-funded efforts, not state-level programs.
Agreements from July 10 Meeting – Part 3

- First 5 Association may need to create a dedicated early learning committee or workgroup.

- There is a steep learning curve for many Commissions and partners on QRIS. Now that the Matrix is identified by the Legislature and the Governor as a guide for future investments the Association should support non-participating RTT counties to increase their level of knowledge among staff about QRIS through peer-learning networks based at the Association.