



Let's Talk

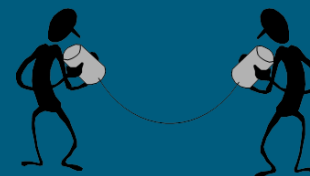
Host - Debi Mathias

Director, QRIS National Learning Network

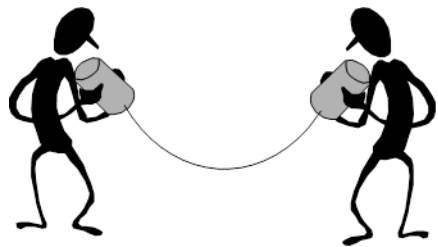
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www.qrisnetwork.org



Getting Better and Better: How Three QIS/QRIS Systems are Moving Forward with Quality



Presenters

- New York: Ariel Davis and Mary Hayes
- Palm Beach, Florida: Nicole Lopez
- Washington: Rachael Brown-Kendall
- Web-Based Early Learning System (WELS): Muriel Wong





Ariel Davis
Project Coordinator
QUALITYstarsNY

Getting Better & Better: Using Data to Drive CQI QUALITYstarsNY, New York's QRIS



Mary Hayes
Quality Improvement Manager
QUALITYstarsNY

Then and Now: Data-focused from the start

- Field Test -2010
- Revisions - 2011
- Early Implementation – 2012/13
 - Alignment with accrediting bodies, Head Start and UPK programs
- Full Implementation – 2014/15
 - Full integration with workforce registry
 - Re-ratings
 - Scaling up

QUALITYstarsNY's approach to data

1. Data is a powerful decision-making tool

- Shines a spotlight on areas of strength and weakness
- Enables us to tailor strategies and investments to meet unique needs of programs
- Increases accountability
- Promotes cross sector collaboration and better resource management

2. Data must be used at multiple levels across program implementation

3. Data must be ingrained in the QRIS culture

- Iterative and constantly evolving based on data

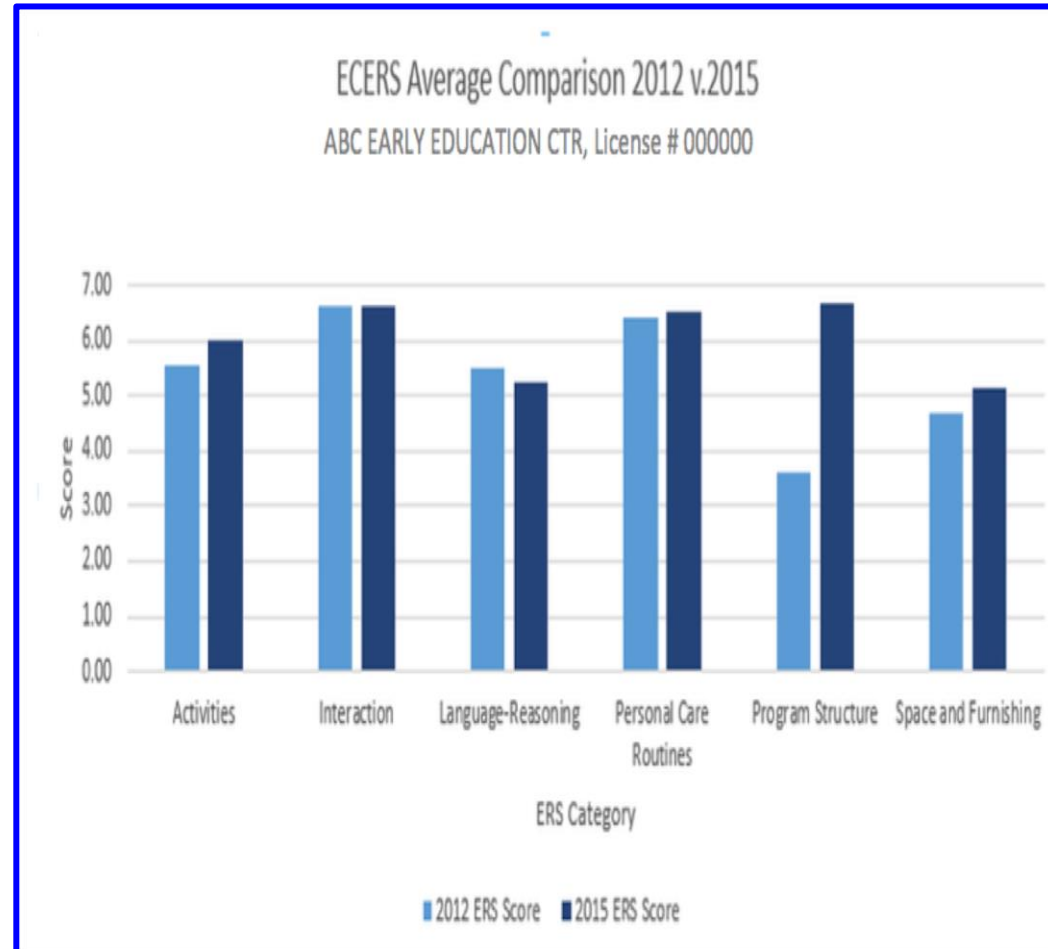
www.qualitystarsny.org

Using early ERS data to understand and respond to program needs

Early Implementation (2012/13)

% of total points possible across standard categories

| Standard Category | Centers | Family Homes | Public Schools |
|-----------------------------|---------|--------------|----------------|
| Learning/Home Environment | 55% | 24% | 43% |
| Family Engagement | 65% | 35% | 36% |
| Qualifications & Experience | 39% | 24% | 32% |
| Management & Leadership | 59% | 23% | 78% |



Leveraging workforce data to develop effective professional development strategies

- Clarifying expectations
- Increasing accountability
- Integrating data across different sectors of NYS early childhood field

Provide the rationale for this professional development, including the QUALITYstarsNY standard(s) and measurable outcomes that will improve the quality of your program as a result of this training.

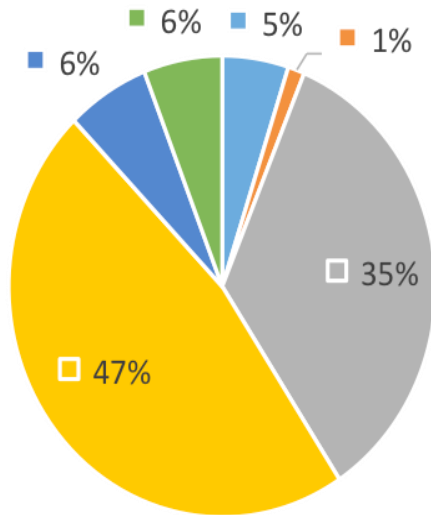
QUALITYstarsNY standard(s): *i.e. CPI 6, Annual training to implement the curriculum*

Outcome(s): *i.e., The teaching staff will be able to create learning centers allowing children to initiate learning experiences according to their own interests for substantial portions of the day.*

| QUALITY Scholars 2015 Tasks and Responsibilities Checklist | | |
|---|-----|-------------|
| Participants | QIS | Participant |
| | | ★ |
| Needs of your program's | ★ | ★ |
| Participant's signature. Participant | | ★ ★ |
| al. | ★ | ★ |
| Development Program (PDP). QUALITY Scholars | ★ | |

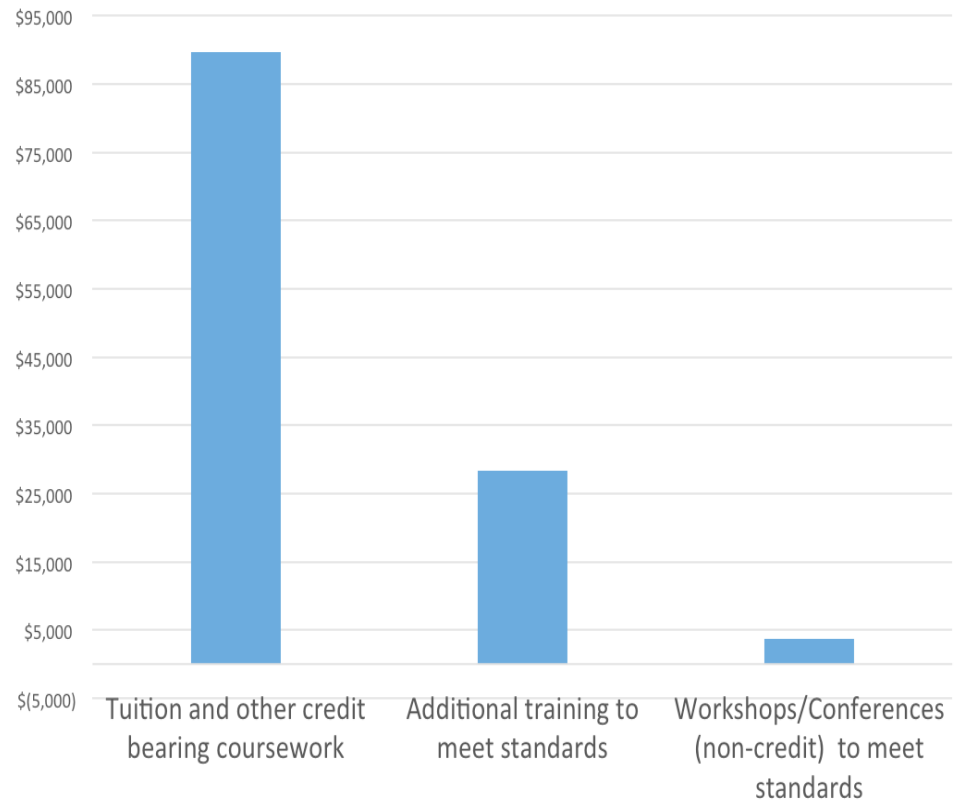
Ensuring quality improvement strategies drive investments

Quality Improvement Fund
Total Spending: July -April 2015 = \$299,000



- Curriculum Planning & Implementation
- Child Observation & Assessment
- Furnishings & Facilities
- Learning Materials
- Literacy
- Professional Resources

Quality Scholars 2015
Total Spending: January – May 2015



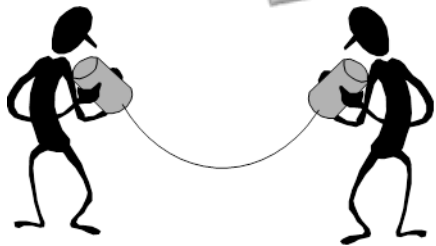
Developing and refining data collection mechanisms to capture program engagement and impact

| Primary Objective | CQI Process | Resources |
|-----------------------------|---------------------------------------|--------------------------------------|
| Learning Environment | Address Challenges | Accreditation |
| Family Engagement | Build Relationship | Aspire - Workforce Registry |
| Qualifications & Experience | Communication | Core Body of Knowledge (CBK) |
| Management & Leadership | Community of Learners | Cultural Competence Assessments |
| Environment Rating Scale | CQI Management | Early Learning Guidelines (ELG) |
| Portal | Data support | Family Strengthening Self-Assessment |
| | | |
| Self-study Process | Early Childhood Community Partnership | PAS/BAS |
| | Guidance | PreK Foundations for the Common Core |
| | Mentorship | QI Grants |
| | QIP Development | Quality Scholars |
| | Research | |
| | TA | |

What's next?

- Ongoing database customization and development
 - wireframes are just the beginning!
- Empower programs to embrace and incorporate data into culture
- Identify and pursue partnerships and resource alignment opportunities
- Demonstrate and communicate impact to stakeholders

Let's Talk





STRONG MINDS NETWORK

A Palm Beach County, Florida Redesign



Nicole Lopez
Program Officer

Children's Services Council of Palm Beach County Florida

Palm Beach County's QRIS Journey

- 1998, Quality Rating Improvement Systems (QRIS) considered best practice
- 2002, Palm Beach County pilot, 6 sites
- 2003, the system was named Quality Rating System, 40 sites
- 2006, Palm Beach County and 11 other counties in Florida, formed the Multi-County Collaborative to align the standards in Florida
- 2014, Quality Counts had 210 sites serving approximately 11,000 children
- 2015, Strong Minds 272 participating programs serving approximately 13,000 children



Why a New System?

- New evidence & research
- Feedback from national experts
- Feedback from stakeholders
- Focus on child outcomes
- Streamline system standards & supports
- Invest in the most intentional high quality programs
- Programs are in control of their continuous quality improvement
- Social Return on investment (SROI)

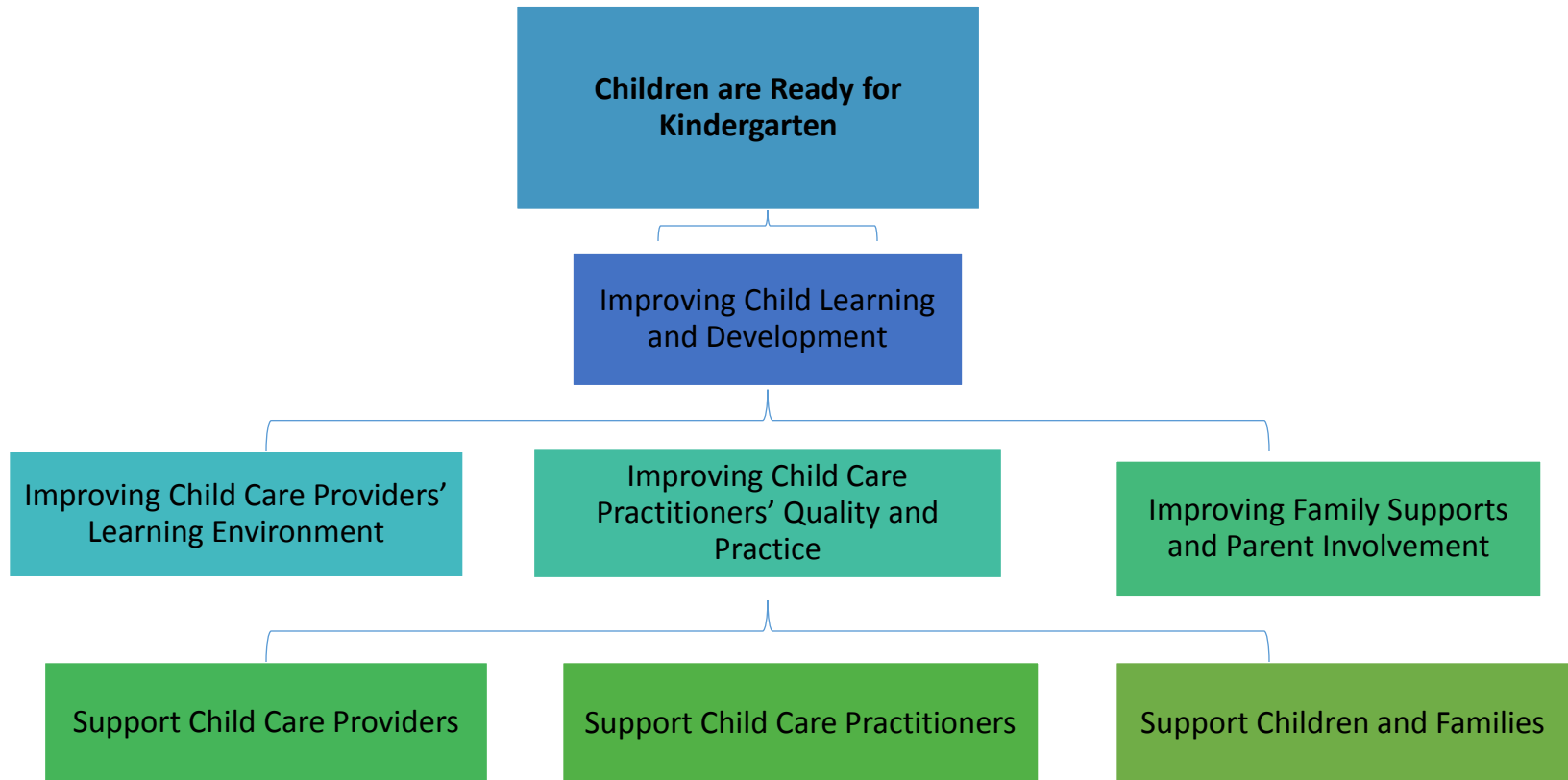


Recommendations

- Focus on child outcomes
- Streamline/upgrade system standards & supports -Technology
- Changes to Technical Assistance and Career Advising
- Invest in the most intentional high quality programs
- Programs in control of their continuous quality improvement



Theory of Change



ITERS-R/FCCERS-R identified Items

| Expert Combined ITERS-R Items (17) | SUBSCALE |
|--|---------------------|
| Indoor Space | Space & Furnishing |
| Furniture for routine care and play | Space & Furnishing |
| Provision for relaxation and comfort | Space & Furnishing |
| Room Arrangement | Space & Furnishing |
| Display for Children | Space & Furnishing |
| Helping Children understand Language | Listening & Talking |
| Helping children use language | Listening & Talking |
| Using Books | Listening & Talking |
| Fine Motor | Activities |
| Promoting acceptance of Diversity | Activities |
| Supervision of Play and Learning | Interaction |
| Peer Interaction | Interaction |
| Staff-Child Interaction | Interaction |
| Discipline | Interaction |
| Schedule | Program Structure |
| Free Play | Program Structure |
| *Provisions for children with disabilities | Program Structure |

| Expert Combined FCCERS-R Items (17) | SUBSCALE |
|---|---------------------|
| Indoor Space used for Children | Space & Furnishing |
| Furniture for routine care, Play & Learning | Space & Furnishing |
| Provision for relaxation and comfort | Space & Furnishing |
| Arrangement of Indoor space for Children | Space & Furnishing |
| Display for Children | Space & Furnishing |
| Helping Children understand Language | Listening & Talking |
| Helping children use language | Listening & Talking |
| Using Books | Listening & Talking |
| Fine Motor | Activities |
| Promoting acceptance of Diversity | Activities |
| Supervision of Play and Learning | Interaction |
| Interactions Among Children | Interaction |
| Provider-Child Interaction | Interaction |
| Discipline | Interaction |
| Schedule | Program Structure |
| Free Play | Program Structure |
| *Provisions for children with disabilities | Program Structure |



Pipeline To Quality

**Emerging
Status**

Intensive
Technical
Assistance for
up to 18
months

**Promising
Status**

Targeted
Technical
Assistance for
up to 6
months

**In-Network
Status**

Full access to
resources to
include tiered
reimburse
ment
supplement



System Elements

Pre-Entry/Eligibility/Annual Requirements

Navigation Support

Registry

Valid and Reliable Child & Program Assessments

Targeted Technical Assistance & Career Advising

Professional Development Opportunities (Formal, Informal, ACHIEVE, Scholarships)

Tiered Reimbursement Supplement



Where we are today

- 284 child care providers have applied
- New QIS database, Provider Portal and Registry
 - Automated application process
- Use of Navigators assist child care providers
- Technical assistance focused on 5 core content areas:
 - Curriculum/Planning/Instruction
 - Interactions (CLASS)
 - Assessment and Documentation (TS GOLD)
 - Accreditation
 - Behavior Management/Special Needs



Future Work

- Continued development of online and web-based professional development opportunities to include technical assistance
- Continued development of Training Video Vignettes
- Development of an evaluation of the system
- Continued development of a Behavior Management component
- Early Literacy Initiative
- Mental Health Support
- Leadership Development



Information & Contacts

Please visit the website of the Children's Services Council at:

www.cscpbc.org/bequality

Information Session PowerPoint Presentation

Frequently Asked Questions (FAQ)

Strong Minds Network Provider Manual

Theory of Change

Logic Model

Karen Brandi, Director of System Performance

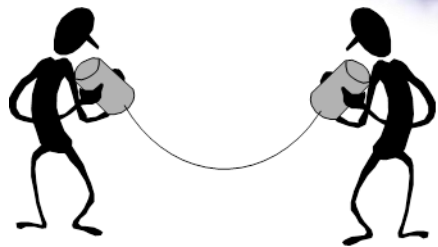
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Let's Talk



Moving forward with quality



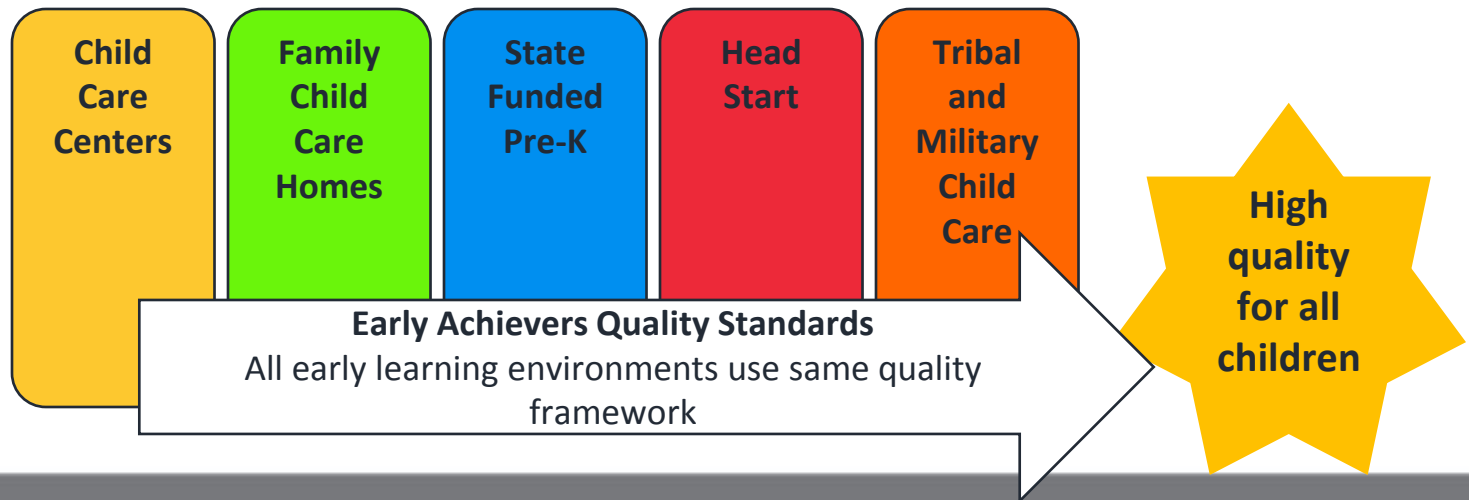
Rachael Brown-Kendall

QRIS Administrator

Washington State
Department of Early
Learning

Early Achievers quality in all settings

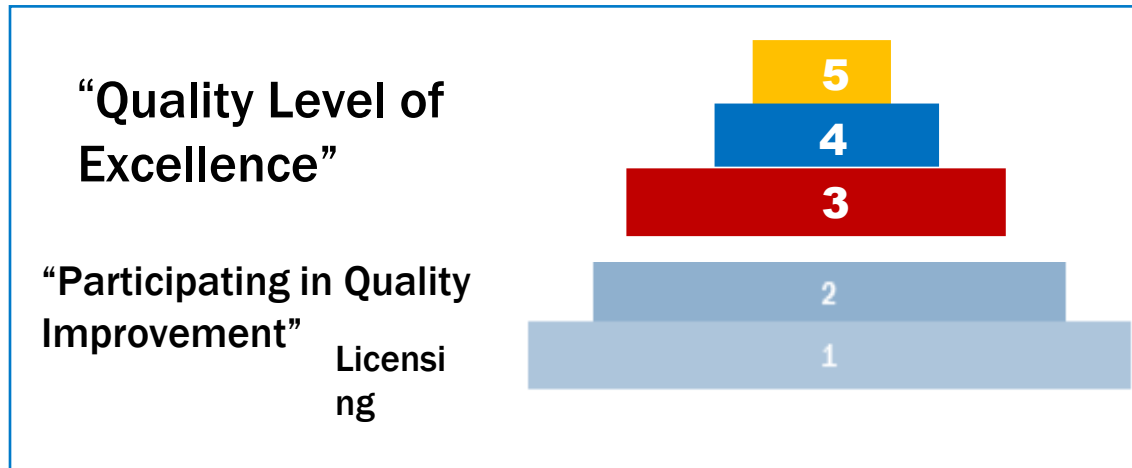
- Ensures high quality in multiple settings
- Supports a level of quality that aligns with improved child outcomes
- Coordinates training, coaching and technical assistance to efficiently support multiple environments



Early Achievers partners

- Department of Early Learning:
 - Sets policy, funds Early Achievers
- Child Care Aware of Washington:
 - Provides training & technical assistance at level 2
 - Implements coaching at levels 3 through 5
- University of Washington:
 - Created coaching framework
 - Provides coach training and professional development to CCA of WA and ECEAP
 - Evaluates Early Achievers programs and QRIS system

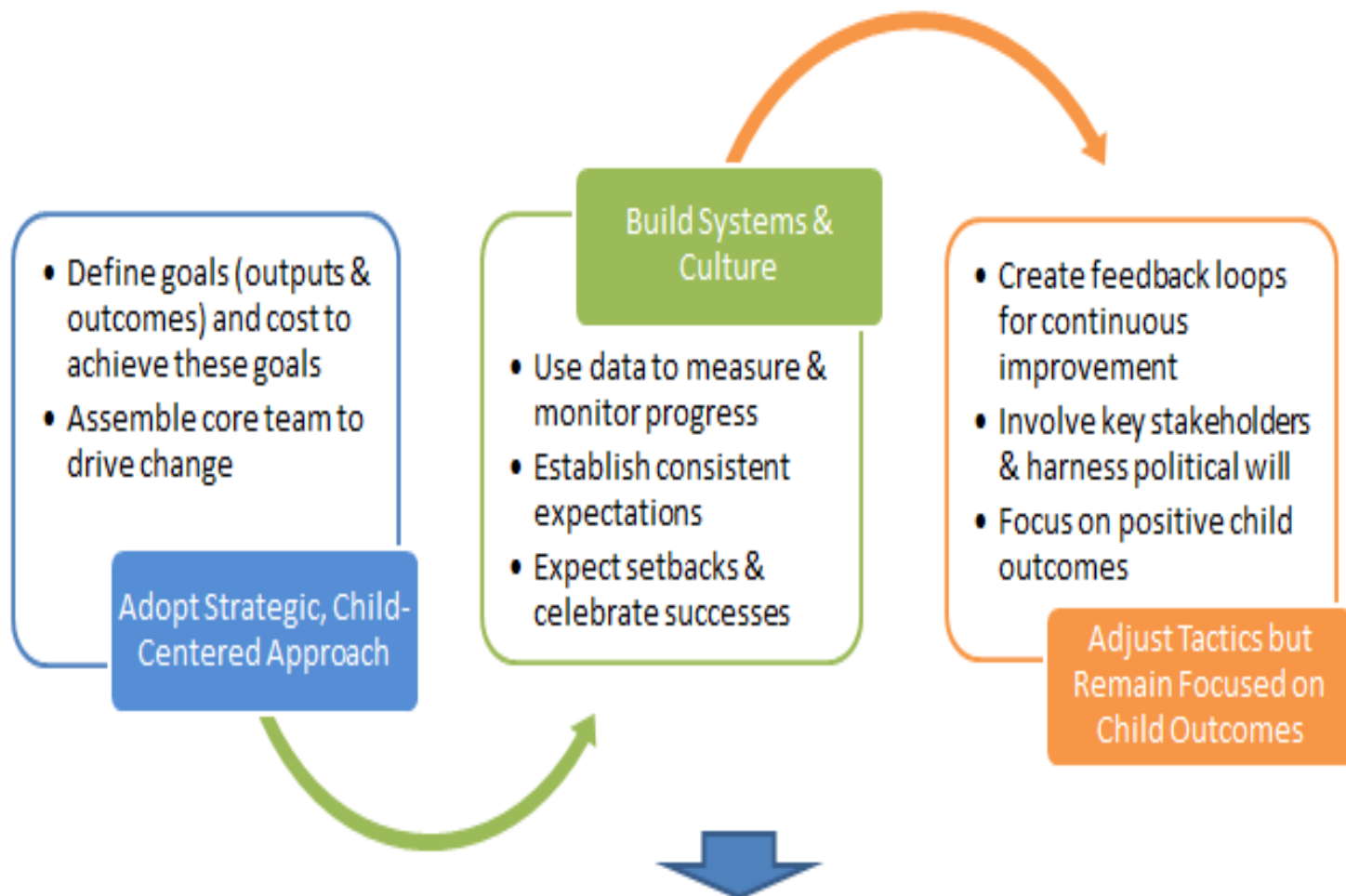
Washington's Quality Rating and Improvement System



The Early Achievers model supports continuous quality improvement at Levels 1-2, “Participating in Quality Improvement” then gain points by meeting standards that are in line with their program philosophy at Levels 3-5, “Quality Levels of Excellence”.

Washington State Early Achievers Approach

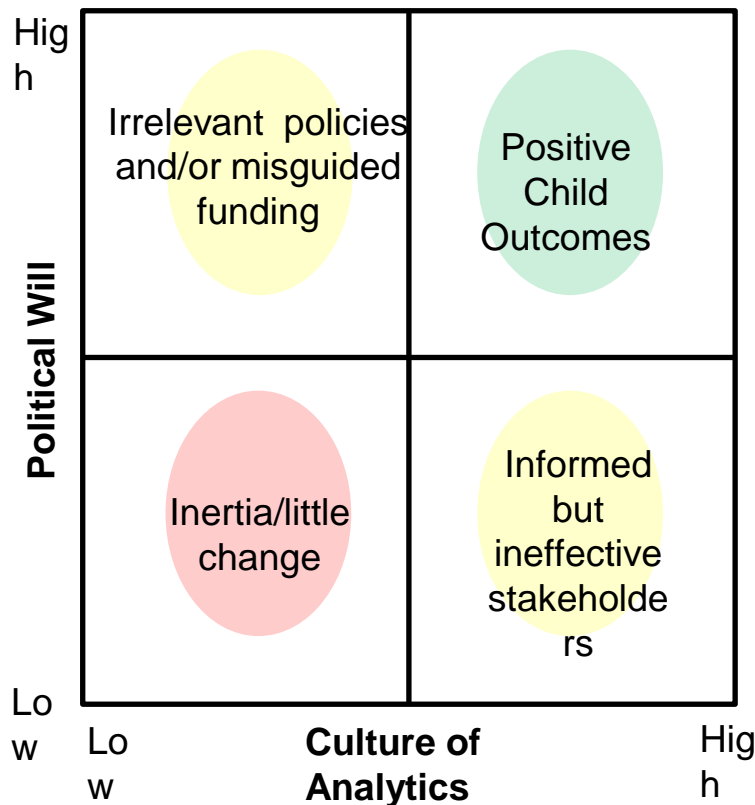
A strategic, child-focused approach incorporates systems for improvement and adjusts as needed



Invest up-front in real-time analytics with ability to adapt and change frequently

Resourcing Strategic Objectives

Similarly, a Culture of Analytics informs policy makers and funders and empowers stakeholders



Policy Makers & Funders
Culture of Analytics

- Build consensus
- Inform and empower stakeholders
- Create motivation
- Take advantage of opportunities
- Rebalance priorities



Policy makers and funders use analytics to make difficult resource allocation decisions

System changes to capture data early in Race Top the Top-ELC

- Career Lattice implemented, transcript verification process
- State Approved trainer process
- Purchased and customize state QRIS data system, WELS
- Capture demographic data
- Capture pre-rating TA dosage & focus areas



How has TA changed as a result of data

- Strategic conversations
 - Use data as a neutral starting point
 - Regular meetings
- Two examples of using data
 - Resistance to ratings
 - Low ERS scores



Data Analysis and modeling led to an assessment of root causes for low ratings levels

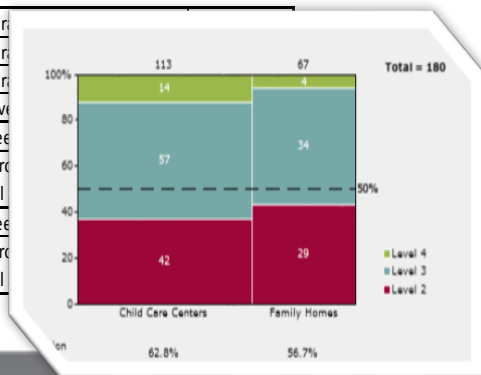
Analysis Examples

Table Source Data

| Actuals: Facility Type and Children Served | ...vs. Federal Targets | ...vs. CCA Base Target | ...vs. CCA Stretch Target |
|--|------------------------|------------------------|---------------------------|
| | PTD | PTD | PTD |
| Provider Count | Target | Target | Target |

| | | | | |
|------------------------|-------|-------|-------|-------|
| Total Providers | 2,466 | 2,855 | 3,014 | 3,014 |
|------------------------|-------|-------|-------|-------|

| Level 2 | | Actuals | | Targets | | |
|---------------------|--------------|---------|----------------------|--------------------|----------------------------|---------------|
| Rated Level 2 | Month Lookup | Month | Center Participation | Center RTT Targets | Center Base/Stretch Target | |
| Levels 3-5 | Value | Label | | | | |
| HS/ECEAP | 2012-07 | Jul-12 | | | | |
| Rated Level 2 | 2012-08 | Aug-12 | | | | |
| Levels 3-5 | 2012-09 | Sep-12 | Pipeline Stage | Last Month | Net New Providers | Current Month |
| Unrated Level 3 | 2012-10 | Oct-12 | Level 2 Approved | 892 | 48 | 940 |
| Entry Level 3 | 2012-11 | Nov-12 | Rating Requested | 487 | 62 | 549 |
| Rated Level 3 (new) | 2012-12 | Dec-12 | Rating Approved | 453 | 75 | 528 |
| Rated Level 4-5 | 2013-01 | Jan-13 | Rated | 205 | 49 | 254 |
| Family Home | 2013-02 | Feb-13 | Ready for Rating | 248 | | 274 |
| Level2 | 2013-03 | Mar-13 | | | | |
| Rated Level 2 | 2013-04 | Apr-13 | | | | |
| Levels 3-5 | 2013-05 | May-13 | Level 3-5 federal | | | |
| Child Care Center | 2013-06 | Jun-13 | Level 3-5 federal | | | |
| Level2 | 2013-07 | Jul-13 | Level 3-5 federal | | | |
| Rated Level 2 | 2013-08 | Aug-13 | Level 2 Approved | | | |
| Levels 3-5 | 2013-09 | Sep-13 | Level 2 Approved | | | |



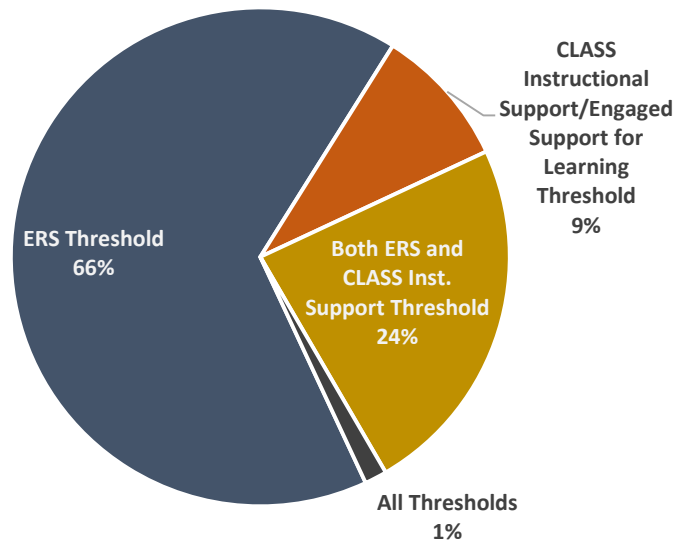
Root Causes

- Ambitious targets
- Low incentive to rate quickly
- Limited ability to rerate
- Newness of the program and lack of experience with ratings
- Implementers still adapting to performance based goals

CCA: Adapting Based on Results

Early ratings showed ERS was the primary hurdle to providers achieving Quality Level of Excellence

Cause of Not Achieving Quality Level of Excellence



Adaptations to the program

- More time in rating prep phase
- More field staff trained to reliability on ERS
- Implementing “quality baseline” assessments
- More training for providers on environment and ERS

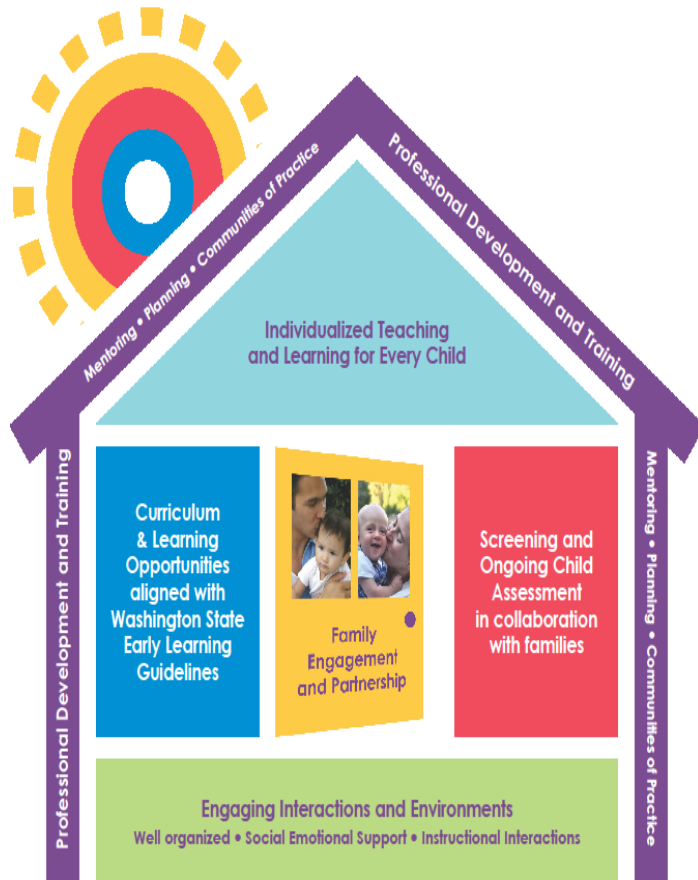
Additional TA and supports changes

- Translation of materials and training
- Incentives for rating
 - A pathway for rerating
- Needs based grants
- [Early Achievers Institutes](#)



A collection of support documents can be accessed on our website at:

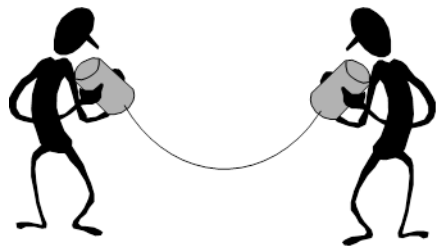
www.del.wa.gov/care/qris



Thank you!

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Let's Talk



Questions, Reflections, Comments



For More Information

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