

Design Options for California's Quality Rating Structure

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CAEL QIS Advisory Committee
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Design Subcommittee Action and Information Items for 8-26-10 CAEL QIS:

These policies and approaches would be assessed through the pilot projects prior to use in QRIS:


Action Items 5.2:

- □ 5.2.1 Technical Assistance
- □ 5.2.2 Sampling Parameters
- □ 5.2.3 Oversight
- □ 5.2.4 CAEL QIS Participation

Information Items:

- □ Phase In, including Pilot Projects

Action Item 5.1.1:

-  Approve policy statements for CAEL QRIS Technical Assistance

Previously Approved CAEL QIS Technical Assistance (TA) Factors:

- □ TA is provided with the quality improvement plan that is prepared when a program goes through the QRIS process
- □ TA is comprised of both internal (at program site) and external resources
- □ TA resources are identified at local, regional, state, and national levels

Previously Approved CAEL QIS Technical Assistance (TA) Factors:

- □ TA support needs to be greater for entry level programs
- □ TA is available for all programs
- □ TA resources for exempt care providers may include preparation for licensing
- □ TA is done by different entities than assessment and rating to avoid conflicts of interest

Previously Approved CAEL QIS Technical Assistance (TA) Factors:

- □ TA for Family/Friend/Neighbor Care:
 - □ TA best served through information to parents
 - □ Channel TA through local agencies such as R&Rs, First 5, Alternative Payment Programs, LPCs, COEs
 - □ Parents/Families are key, especially in informing and supporting parental choice
 - □ Goal is to have all children in quality educational program, at least part-day

ADDITIONAL CAEL QIS Technical

Assistance (TA) Factors:

- Build on TA using resources and expertise of early QRIS champions and ECE Associations
- Prior to implementation, review TA local models in CA and in other states that have QRIS experience
- Explore use of reciprocal reviews and TA support to build a QRIS learning community and program leadership/ownership
- TA resources focus on improving:
 - Quality of the ‘teaching and learning’ and the learning environment, and
 - Operational considerations, such as: business, fiscal, personnel administration, management and program resources.

ADDITIONAL CAEL QIS Technical Assistance (TA) Factors:

- ■ Use a coaching model and other techniques that encourage continuous improvement
- ■ Coaching model is a client-driven approach and begins with a baseline QRIS assessment of the ECE program
- ■ QRIS coaches need to have (or acquire) training in specific skill areas
- ■ Statewide oversight is needed on QRIS coaches' credentials and approaches used
- ■ Aspects of TA need to be included in Pilots

ADDITIONAL CAEL QIS Technical Assistance (TA) Factors:

■ □ Quality Improvement Action Plans:

- □ Tool for improvement and not a grading or punitive system
- □ Enables training to be offered (not required)
- □ More fundamental in the early tiers; more comprehensive or detailed in the higher tiers
- □ In early tiers, focus on moving up; in higher tiers, focus on sustaining higher quality levels and continuous improvement

ADDITIONAL CAEL QIS Technical Assistance (TA) Factors:

- □ Develop pilot phase to include simultaneous statewide TA with current resources:
- □ Maximize use of technology (webinars, teleconferences, resources posted on web)
- □ Use PITC, CPIN, R&R, LPC, SEEDS and other resources already available
- □ Ask LPCs to be the 'local broker' to identify regional and local TA resources

Action Item 5.1.1:

- **Approve policy statements for CAEL QRIS Technical Assistance**

Action Item 5.1.2:

- **Approve policy statements for CAEL**
- **QRIS Sampling Parameters**

Action Item 5.1.2: Sampling Parameters

The draft sampling parameters would be assessed through the pilot projects prior to use in QRIS:

- Each age-range of children needs to be considered
- Ensure comparable levels of sampling for infants-toddlers and for preschoolers
- Establish appropriate random sample size based on valid sampling methodology
- Site visitation: Centers/FCCH would know the period of time when the evaluation is scheduled but not an exact day or classroom

Action Item 5.1.2:

Sampling Parameters


- Evaluator needs to have discretion to determine which classrooms will be visited
- Align sampling of different agencies. For example, a single agency with one site and multiple classrooms would be treated the same as one agency with multiple sites that have one classroom per site. Similar considerations would be made for small and large FCCH.

Action Item 5.1.2:

Sampling Parameters

- Tiers 1-5 would use sampling for Environment Rating Scales in Centers, FCCH, and for Infant-Toddler Programs
- Tiers 4 and 5 would have all classrooms assessed for CLASS (or PARS) on alternating rating periods with ERS
- CLASS or PARS are to be used for professional development and quality improvement plans (not for setting a rating)

Action Item 5.1.2:

 Approve policy statements for CAEL
QRIS Sampling Parameters

Action Item 5.1.3: Oversight

Approve policy statements for CAEL QRIS Oversight

Action Item 5.1.3: Oversight

- Establish a review process for every 2-3 years, with noted exceptions. Annual reviews are costly and do not provide sufficient time to institute improvements.
- Exceptions include certain situations such as Title 22 licensing issues, key staff turnover, etc.
- Check results of 1 or 2 or 3 year review periods, if possible, through pilot projects.

Action Item 5.1.3: Oversight

- Establish appeals process for technical issues, such as administrative or recording errors. The qualitative aspects of the QIRIS reviews (e.g., ERS) would not be subject to appeal.
- Use a combination of local and state oversight to maximize expertise and resources. The QIRIS reviews would be done at the county level (or regional consortium). The State would provide oversight and assurance of statewide consistency (e.g., inter-rater reliability).

Action Item 5.1.3: Oversight

- □ Need to safeguard against conflicts of interest in QRIS reviews, ERS reviews, and provision of TA. Possibly provide for different administration, but not necessarily separate agencies since there are few agencies with sufficient expertise in some regions.
- □ Review Head Start methodology for oversight, monitoring, and TA
- □ Further study: determine link between tiers and child outcomes; length of time programs stay in tiers; use data gathered for evaluation of QRIS as well as for rating and TA; test TA methods

Action Item 5.1.3: Oversight

- Approve policy statements for CAEL
- QRIS Oversight

Action Item 5.1.4: CAEL QIS Participation

Approve policy statements for CAEL QIS Participation

Vision Statement for QRIS

Participation

■ CAEL QIS could be phased in over 20 years:


- pilot tested and evaluated for about 7 years;
- voluntary participation for all program for about 7 years;
- phase-in CAEL QIS requirement for publicly-funded and then licensed programs over about 7 years.

■ The vision is that participation in the QRIS is initially voluntary with appropriate funding and incentives provided, and ultimately required for all ECE programs so it is available for all California children.

Factors to Study for QRIS Participation

- Investigate phase-in for public and private ECE programs
- Check effectiveness of communication with ECE programs/providers and families
- Study length of time programs stay on tiers and/or move up on tiers
- Explore method for recruitment
- Establish data parameters for evaluations
- Test TA methods and effectiveness of incentives
- Assess costs and benefits over time. Strong evaluation is key to success of pilots and CAEL QIS

Action Item 5.1.4:

 **Approve policy statements for CAEL
QIS Participation**

Information Item: Phase-in, including Pilot Projects

- Range: Invite counties/regions to participate. Encourage balanced distribution of factors such as: public and private; urban and rural; infant-toddler and preschool; established and new to QRIS.
- Pilots could involve parts or all of the QRIS. Need to fit evaluation model.
- All participation is voluntary during pilot testing.

Information Item: Phase-in, including Pilot Projects

- ■ Evidence of commitment to CAEL QIS could include:
 - ■ Fidelity to QRIS scale and systems of support such as TA, Family Involvement, Workforce Development, and Data
 - ■ Agreement to participate in evaluation
 - ■ Leverage local resources, including expertise and funding
 - ■ Demonstrated partnerships across range of programs/providers and support systems

Information Item: Implementation considerations from First 5 Association

- ■ QRIS costs are both one-time and on-going.
- ■ Data systems are critical to success.
- ■ Without statewide implementation, local incentives continue to be necessary.
- ■ Partnerships among multiple local agencies are essential to meeting the needs of children in early care settings.

Questions and Discussion

