Design Options for California's Quality Rating Structure

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CAEL QIS Advisory Committee
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Phase II, including Pilot Projects

Information Items:

- 5.2.4 CEL Q15 Participation
- 5.2.3 Oversight
- 5.2.2 Sampling Parameters
- 5.2.1 Technical Assistance

Action Items 5.2:

Through the pilot projects prior to use in QRS:

These policies and approaches would be assessed:

Information Items for 8-26-10 CEL AIS:

Design Subcommittee Action and
Action Item 5.1.1: Approve Policy Statements for CAEL

GRI Technical Assistance
state, and national levels

TA resources are identified at local, regional, and external resources

TA is comprised of both internal (at program

through the QRIS process

plan that is prepared when a program goes

TA is provided with the quality improvement

Factors:

Technical Assistance (TA) Factors:

Previously Approved CEL AIS
Interest assessment and rating to avoid conflicts of interest. TA is done by different entities than licensing.

TA is available for all programs.

Support needs to be greater for entry level.

Technical Assistance (TA) Factors:

Previously Approved CEB AS
progran, at least part-day
- Goal is to have all children in quality educational
- Parental choice is important, especially in informing
- LPCS, COE
- RRS, First 5, Alternative Payment Programs,
- Channel TA through local agencies such as
- TA best served through information to parents

TA for Family/Friend/Neighbor Care:

Technical Assistance (TA) Factors:

Previously Approved CAEL AIS
Program resources.
Fiscal, personnel administration, management and
- Operational considerations, such as business,
- Learning environment, and
- Quality of the 'teaching and learning,' and the

TA Resources focus on improving:

Leadership/ownership

Build a QRIS learning community and program

Explore use of reciprocal reviews and TA support to

CA and in other states that have QRIS experience

Prior to implementation, review TA local models in

QRIS champions and ECE associations

Build on TA using resources and expertise of early

Assistance (TA) Factors:

ADDITIONAL CALQIS Technical
Aspects of TA need to be included in Pilots coaches' credentials and approaches used.

Statewide oversight is needed on ORIS training in specific skill areas.

ORIS coaches need to have (or acquire) coaching model that encourages continuous improvement that uses a coaching model and other techniques.

Additional CAEL AS Technical Assistance (TA) Factors:
Continuous Improvement
focus on sustaining higher quality levels and

1. In early tiers, focus on moving up; in higher tiers,

   comprehensive or detailed in the higher tiers

2. More fundamental in the early tiers; more

   enables training to be offered (not required)

3. Punitive system

   Tool for Improvement and not a grading or

   Quality Improvement Action Plans:

   - Assistance (TA) Factors:

   ADDITIONAL CAF/AS Technical
Regional and local TA resources

- Ask LPCS to be the local broker to identify resources already available
- Use Pitt, CPIN, R&R, LAC, SEEDS and other teleconferences, resources posted on web
- Maximize use of technology (webinars)

Statewide TA with current resources

Develop pilot phase to include simultaneous Assistance (TA) Factors

Additional CAS Technical
Action Item 5.1.1:

APPROVE POLICY STATEMENTS FOR CAEL

ARIS TECHNICAL ASSISTANCE
Approval Policy Statements for CAEL

Action Item 5.1.2:

ARIS Sampling Parameters
exact day or classroom

of time when the evaluation is scheduled but not an

Site Visitations: Centers/FCCH would know the period

valid sampling methodology

Establish appropriate random sample size based on
toddlers and for preschoolers

Ensure comparable levels of sampling for Infants

Each age-range of children needs to be considered

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

Sampling Parameters

Action Item 5.1.2:
Large FCC.

Considerations would be made for small and one classroom per site. Similar have one classroom with multiple sites that same as one agency with example, a single agency with one site and example, a single agency with different agencies. For Align sampling of different agencies. For determine which classrooms will be visited.

Evaluator needs to have discretion to

Sampling Parameters

Action Item 5.1.2: 
Improvement plans (not for setting a rating) professional development and quality CLASS or PARS are to be used for alternating rating periods with ERS assessed for CLASS (or PARS) on Tiers 4 and 5 would have all classrooms FCCH, and for Infant-Toddler Programs Environment Rating Scales in Centers, Tiers 1-5 would use sampling for

Sampling Parameters

Action Item 5.1.2:
APPROVE POLICY STATEMENTS FOR CAEL

Action Item 5.1.2:
APPROVE policy statements for CAEL

Action Item 5.1.3: Oversight

ARIS Oversight
Check results of 1 or 2 or 3 year review turnover, etc.

as Title 22 Licensing issues, key staff exceptions include certain situations such sufficient time to Institute improvements.

Establish a review process for every 2-3 years, with noted exceptions. Annual reviews are costly and do not provide

Action Item 5.1.3: Oversight
consistency (e.g., inter-rater reliability) to maximize expertise and resources. The State would provide oversight and assurance of statewide (or regional consortium). The State would use a combination of local and state oversight.

ERS would not be subject to appeal. Qualitative aspects of the QRIS reviews (e.g., such as administrative or recording errors. The establishment appeals process for technical issues.

Action Item 5.1.3: Oversight...
well as for rating and TA, test TA methods
 tiers, use data gathered for evaluation of CRIS
 child outcomes; length of time programs stay in
 Further study: determine link between tiers and
 monitoring, and TA
 Review Head Start methodology for oversight,
 regions.
 few agencies with sufficient expertise in some
 not necessarily separate agencies since there are
 possibly provide for different administrative, but
 ARIS reviews, ERS reviews, and provision of TA.
 Need to safeguard against conflicts of interest in
 Action Item 5.1.3: Oversight
ARIS Oversight

Approve policy statements for CCEL

Action Item 5.1.3: Oversight
AIS Participation

Approve policy statements for CAEL Participation

Action Item 5.1.4: CAEL AIS
Children.

ECE programs so it is available for all California incentives provided, and ultimately required for all initially voluntary with appropriate funding and

The vision is that participation in the CRIS is

then licensed programs over about 7 years.

- phase-in CAEL AIS requirement for publicly-funded and
- voluntary participation for all program for about 7 years;
- pilot tested and evaluated for about 7 years;

CAEL AIS could be phased in over 20 years.

Participation

Vision Statement for CRIS
Factors to Study for ARIS

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

Action Item 5.1.4:
testing.

All participation is voluntary during pilot.

Need to fit evaluation model.

Pilots could involve parts or all of the preschool, established and new to CRIS.

Urban and rural, infant-toddler and private.

Encourage balanced participatory.

Range: invite counties/regions to pilot projects.

Information item: Phase-in, including...
programs/providers and support systems

- Demonstrated partnerships across range of funding
- Leverage local resources, including expertise
- Agreement to participate in evaluation
- Development, and Data
- Fidelity to QRIS scale and systems of support

could include:

Evidence of commitment to CAEL QIS

Pilot Projects

Information Item: Phase-in, Including
needs of children in early care settings. Agencies are essential to meeting the
Partnerships among multiple local
Incentives continue to be necessary.
Without statewide implementation, local
data systems are critical to success.
-going
CRIS costs are both one-time and on-
considerations from First 5 Association
Information Item: Implementation
Discussion and Questions