



QRIS 101: What's a Quality Rating and Improvement System (QRIS) all about?

Monday, March 16, 2015

9:30 – 11:00 a.m.

Presented by:

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What is a Quality Rating and Improvement System (QRIS)?

A QRIS is a framework for a rating and improvement system that utilizes tools and resources to access and improve the quality of early learning programs, including the following:

- Quality *standards*
- A process for supporting *quality improvement*
- Provision of *incentives*
- A process for *monitoring* standards
- Dissemination of *information* to parents and the public about program quality



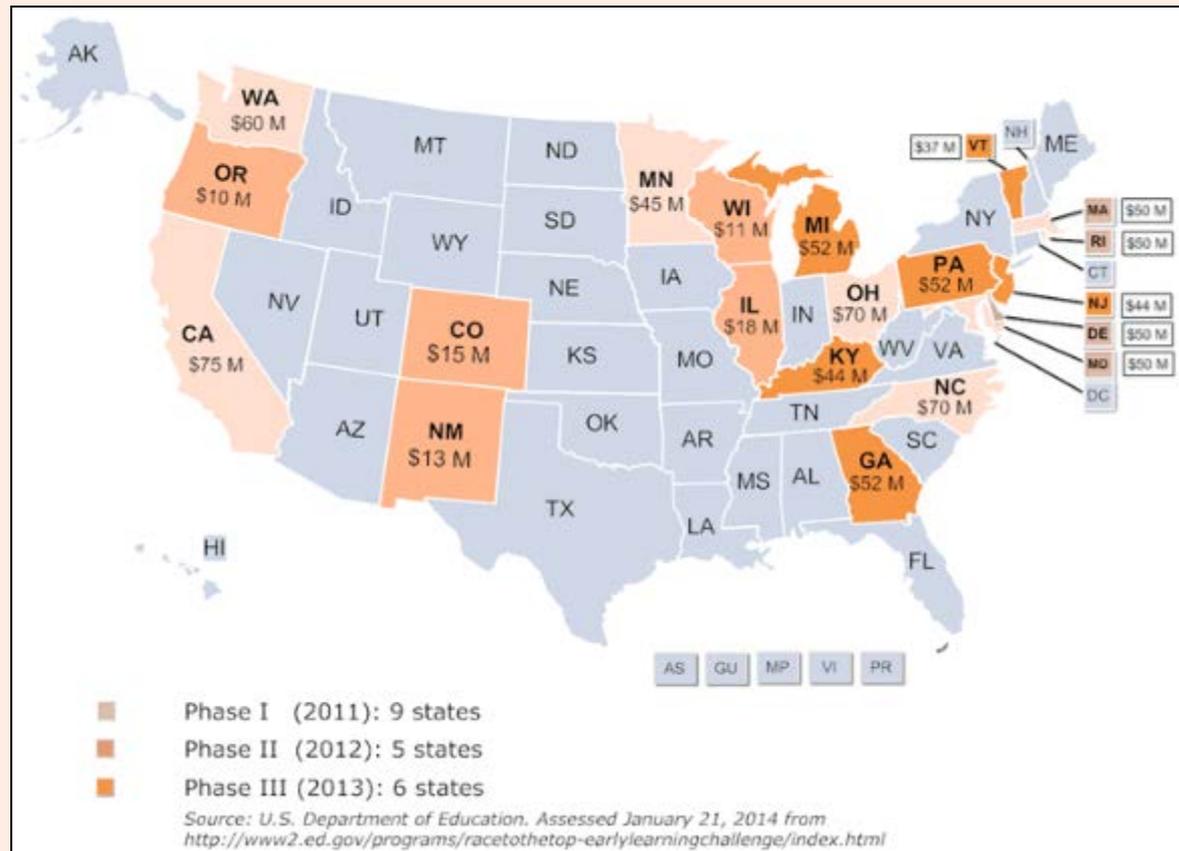
Why A QRIS?

Research demonstrates high-quality early learning programs provide the following:

- Improve young children's development
- Improve health, social-emotional, and cognitive outcomes
- Enhance school readiness
- Help close the school readiness gap



RTT-ELC has provided over \$1 billion nationally in federal funding to support QRIS. California was granted \$75M for four years (2012 to 2015).





A Growing State and National Movement

- Thirty-nine (39) states across the country utilize a QRIS.
- Thirty (30) counties in California are currently participating in a QRIS through CA's RTT-ELC grant.

A Growing State and National Movement cont.



- Approximately 77% of the grant funding supports local-level activities via the 17 Regional Leadership Consortia (Consortia) in 16 counties, and 14 additional mentee counties.
- Nearly 2.3 million children or 93% of children under age five in California are represented by the participating Consortia counties.

A Growing State and National Movement cont.

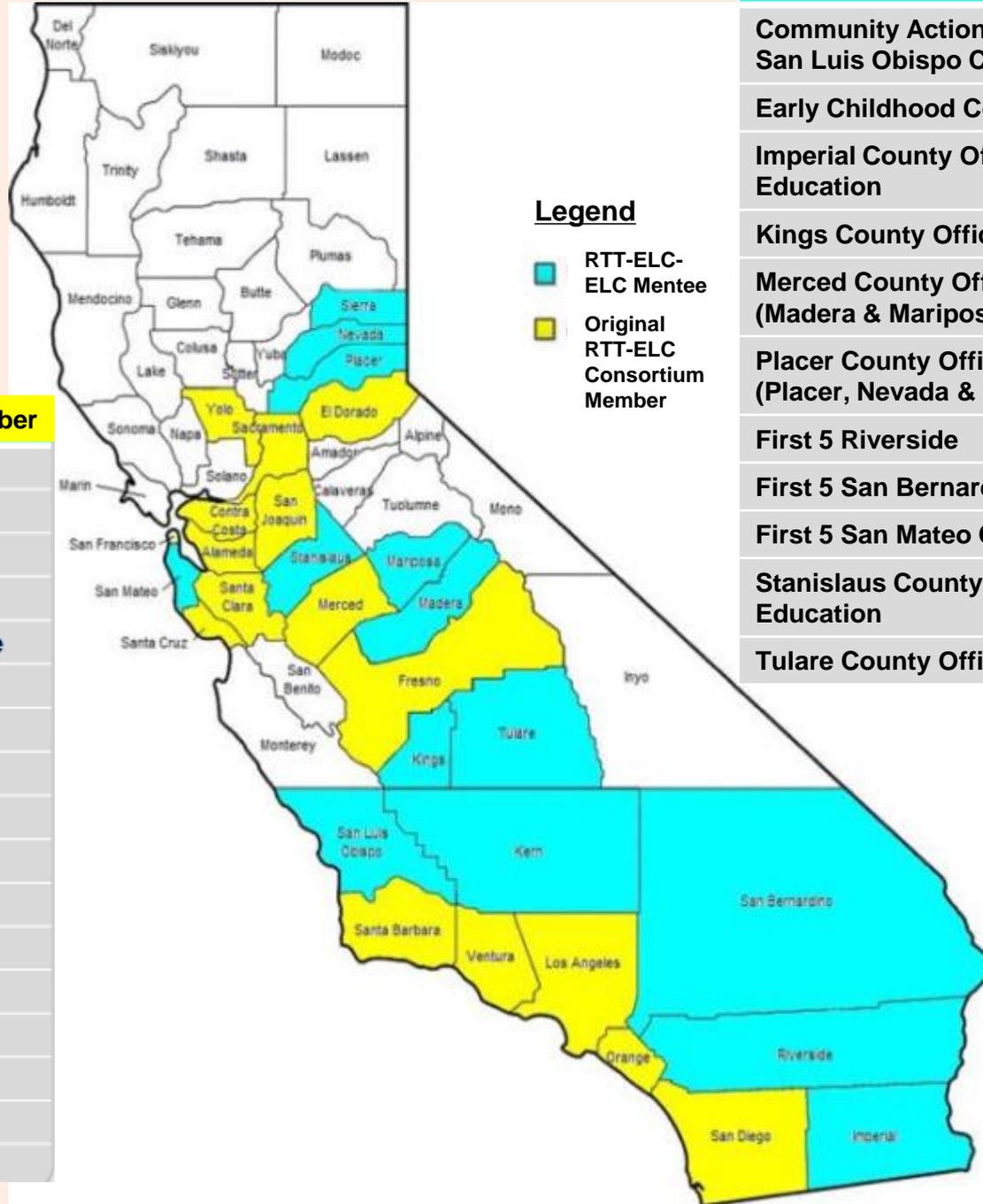
- Ten one-time investments will support statewide infrastructure and a validation and effectiveness study of the local QRIS.
- Multiple Participating State Agencies, including health, social services, and developmental services are required.





Original RTT-ELC Consortium Member

- First 5 Alameda
- First 5 Contra Costa
- First 5 El Dorado
- Fresno County Office of Education
- Los Angeles County Office of Child Care
- Los Angeles Universal Preschool
- Merced County Office of Education
- Orange County Office of Education
- Sacramento County Office of Education
- First 5 San Diego
- First 5 San Francisco
- First 5 San Joaquin
- First 5 Santa Barbara
- First 5 Santa Clara
- First 5 Santa Cruz
- First 5 Ventura
- First 5 Yolo



Legend

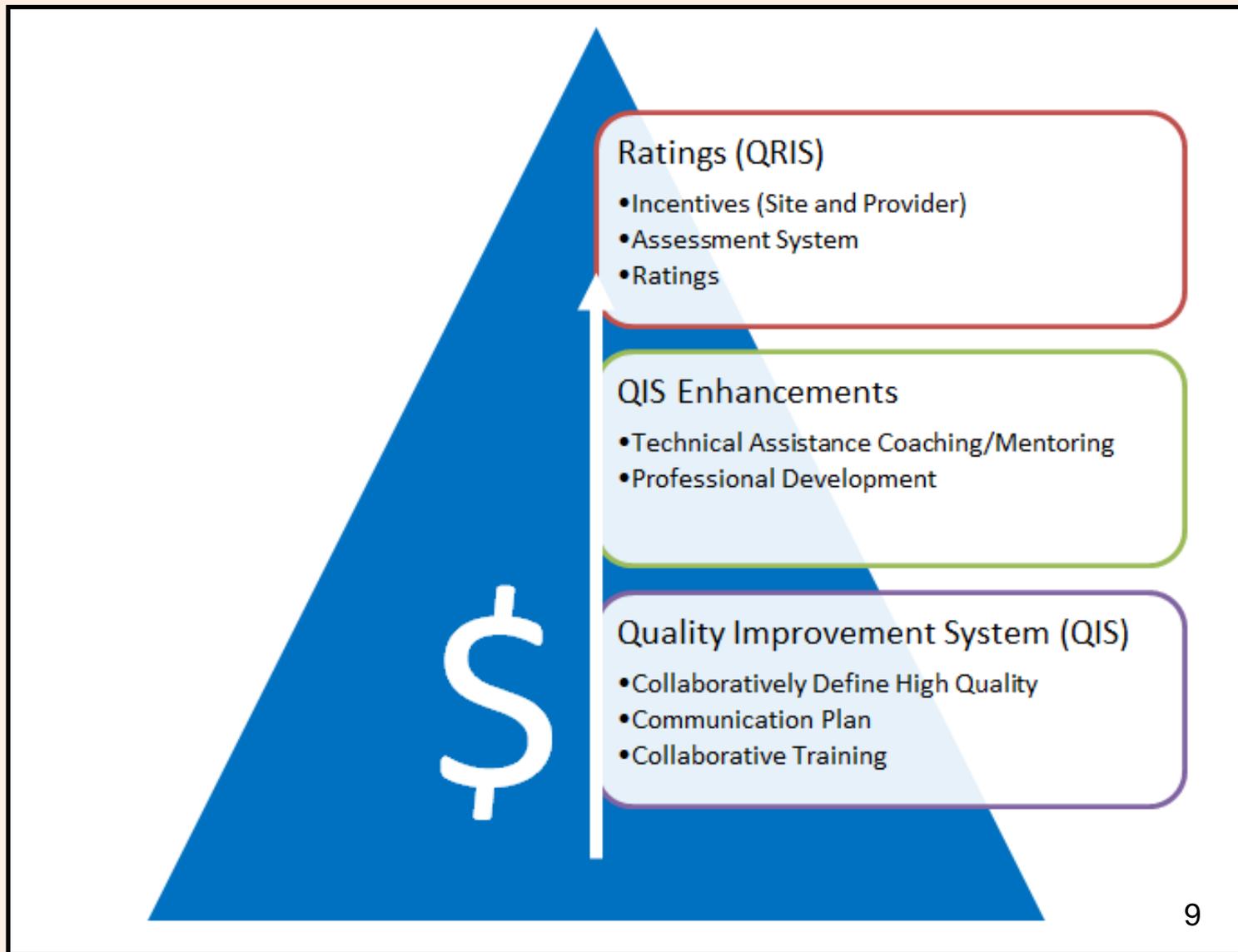
- RTT-ELC-ELC Mentee
- Original RTT-ELC Consortium Member

RTT-ELC Mentee

- Community Action Partnership of San Luis Obispo County
- Early Childhood Council of Kern
- Imperial County Office of Education
- Kings County Office of Education
- Merced County Office of Education (Madera & Mariposa)
- Placer County Office of Education (Placer, Nevada & Sierra)
- First 5 Riverside
- First 5 San Bernardino
- First 5 San Mateo County
- Stanislaus County Office of Education
- Tulare County Office of Education



Key Elements





Quality Continuum Framework

Rated Elements in the Rating Matrix	Continuous Quality Improvement Pathways
CORE I: Child Development & School Readiness	
<ul style="list-style-type: none"> • Child Observational Assessments • Developmental & Health Screenings 	<ul style="list-style-type: none"> • Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks • California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) • Health and Nutrition (USDA Child and Adult Food Program), physical education/activity, and tobacco cessation training
CORE II: Teachers and Teaching	
<ul style="list-style-type: none"> • Lead Teacher/FCCH Owner Education and Professional Development • Classroom Assessment Scoring System (CLASS) Assessments 	<ul style="list-style-type: none"> • Professional Growth Plan • CLASS or PITC Program Assessment Rating Scale (PARS)
CORE III: Program and Environment	
<ul style="list-style-type: none"> • Environment Rating Scales (ERS) • Ratios & group size (Centers only) • Director Qualifications and professional development (Centers only) 	<ul style="list-style-type: none"> • Program Administrative Scale (PAS) or Business Administrative Scale (BAS) • Family Engagement

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with <i>CA Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i>) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support -3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

¹ As of 10/2014 approved assessments are: BRIGANCE Inventory of Early Development III, Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER)

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> Classroom Organization – 5 Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5 Engaged Support for Learning – 3.5 	Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5.5 Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD + 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ³	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
Infant-only Centers 6 elements for 30 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 7 to 15	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Infant-only FCCHs 4 Elements for 20 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

³Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴Local-Tier 5: Local decision if there are additional elements included

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CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership

5. Ratios and Group Size <small>(Centers Only beyond licensing regulations)</small>	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <small>(excluded from point values in ratio and group size)</small>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
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Implementation Guide

- Ensuring consistency and fidelity of implementation across counties
- Local control

The California RTT-ELC TQRIS Consortia Implementation Guide can be found at the following Web site:

<http://www.cde.ca.gov/sp/cd/rt/documents/rttelcqrismplementguide.doc>



CA RTT–ELC CONTINUOUS QUALITY IMPROVEMENT PATHWAYS



CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA Foundations and Frameworks • Preschool English Learner Guide • Desired Results Developmental Profile Assessment (DRDP) Tools • National Data Quality Campaign's Framework • Ages and Stages Questionnaire (ASQ)
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3) • CA Foundations and Frameworks - Social-Emotional Development • Ages and Stages Questionnaire – Social Emotional (ASQ-SE)
Health, Nutrition, and Physical Activity	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	<ul style="list-style-type: none"> • CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • CA Preschool Foundations and Frameworks– Health and Physical Development • Infant/Toddler Program Guidelines • CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor • USDA Child and Adult Care Food Program Guidelines
CORE II: Teachers and Teaching	
Effective Teacher-Child Interactions	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Classroom Assessment and Scoring System (CLASS) for relevant age grouping • Program for Infant-Toddler Care (PITC) Program Assessment Rating Scale (PARS), as applicable and available * No current source Web page for PARS

CA RTT–ELC CONTINUOUS QUALITY IMPROVEMENT PATHWAYS



Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Common Core 8² • Early Childhood Educator (ECE) Competencies • ECE Competencies Self-Assessment Tool • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway):	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Environment Rating Scales (Harms, Clifford, Cryer): <ul style="list-style-type: none"> ○ Infant-Toddler Environment Rating Scale (ITERS), ○ Early Childhood Environment Rating Scale (ECERS), ○ Family Child Care Environment Rating Scale (FCCERS)
Program Administration	
Goal (Pathway):	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Business Administration Scale (Family Child Care) – (BAS) • Program Administration Scale (Centers) – (PAS) OR <ul style="list-style-type: none"> • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS <i>Provision for Parents</i> Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework



Resources

- Quality Continuum Framework
- Tiered Rating Matrix
- Continuous Quality Improvement Pathways

The above resources can be found at the following Web site:

<http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>



Building A Local Consortium

Who should be at the table:

- Local Educational Agency (County Office of Education, key districts, community college)
- First 5 County Commission
- Local Planning Council
- Resource and Referral Agency(ies)
- Higher Education
- Others interested in services to improve the quality of early learning



Confirm Local Early Childhood Education (ECE) Infrastructure

- Identify a local decision-making body to facilitate the planning process
- Hold public meetings about local QRIS
- Convene key partners and formally adopt a planning process
- Develop a communication plan for parents and providers about the importance of high-quality ECE
- Identify existing collaborative training opportunities

Examples Of Local QRIS Processes:



Step 1: Preliminary Application

Step 2: Initial Assessment

Step 3: Assign an RTT-ELC Coach & Assessor

Step 4: Develop a Quality Improvement Plan (QIP)

Step 5: Conduct ERS & CLASS Assessments

Step 6: Support progress to meet QIP goals

Step 7: Reassessment of Tier Rating & QIP Goals

***NOTE:** Local steps may vary in order.

1. Apply for participation.
2. Submit documentation electronically or receive a site visit to gather information on: ratios and group size, teacher and director qualifications, child screening and assessment.
3. Receive classroom assessments using ERS and CLASS every other year by an external, reliable assessor.
4. Connect with a coach and create a site-level (and optional individual professional development plans) quality improvement plan.
5. Receive regular visits - coaching for continuous quality improvement and administrative visits for monitoring.
6. Receive incentives for participation – monetary, classroom materials, training, etc.
7. Receive a published rating to guide parents to child care that best meets their families' needs.



Example of Local QRIS Funding Model

Potential local quality early care and education funding to build a local quality improvement system (QIS) for licensed public and private providers through a single point of entry.

Quality Improvement Funding Options	
Funding Type	Program Name
Administration for Children and Families	Administration for Children and Families: Direct Services Activities that may include, but is not limited to, Head Start or Early Head Start CA Department of Education: Quality Improvement Activities that may include, but is not limited to, Local Child Care Planning Council, AB 212, Child Care Resource and Referral, Child Care Initiative Project, CPIN and the QRIS Block Grant.
CA Department of Education	Quality Improvement Activities that may include, but is not limited to, Local Child Care Planning Council, AB 212, Child Care Resource and Referral, Child Care Initiative Project, CPIN. Direct Services Activities that may include, but is not limited to, State Preschool and General Child Care.
First 5 CA Commission	Impact CARES Plus
First 5 Commission	Local funding that may include, but is not limited to, early care and education, school readiness, developmental screening, home visiting, and early literacy funding.
Local Funding	Local funding that may include, but is not limited to, public health (MCAH or MCEIV), health and human services, libraries, Mental Health Services Act, or other community based funding.



TOM TORLAKSON
State Superintendent
of Public Instruction

Lessons Learned

- A QRIS is not built overnight
- A QRIS builds on existing systems
- Strong partnerships are essential

RTT-ELC Web Resources & Contact Information



- **RTT-ELC Main Web site:**
<http://www.cde.ca.gov/sp/cd/rt/>
- **RTT-ELC Consortia Contact List:**
<http://www.cde.ca.gov/sp/cd/rt/rttelccontactlist.asp>
- **RTT-ELC Implementation Team E-mail:**
rtt-elc@cde.ca.gov
- **QRIS Block Grant E-mail:**
PSQRISBG@cde.ca.gov
- **First 5 California E-mail:**
info@ccfc.ca.gov