

Quality First Advisory Sub-Committee Meeting February 3, 2015			
Meeting Objectives:			
1. Introduction of sub-committee purpose, objectives, and calendar 2. Provide overview of national Quality Rating and Improvement Systems (QRIS) trends and outcomes. 3. Begin Quality First initiative discussion			
Time	Agenda item	Name/Organization	Notes
1:00 pm	Welcome/ introductions	Sam Leyvas, First Things First	
1:20 pm	Open Meeting Laws Primer;	Melody Bozza and Casey Cullings, First Things First	
	Vote on call-in participation		
1:40 pm	Purpose of the Sub-Committee and process for meetings	Lori McClung and Heather Lenz, Advocacy & Communication Solutions, LLC	
1:45 pm	Role of the Sub-Committee	Karen Woodhouse, First Things First	
1:50 pm	National Perspective of QRIS	Deb Mathias, Build National Initiative	
2:20 pm	History of Quality First	Karen Woodhouse, First Things First	
2:35 pm	Chairperson's perspective on Quality First and member discussion	Kameron Bachert, Casa Grande Early Childhood Learning Center	
2:55 pm	BREAK		
3:05 pm	Quality First Guiding Principles	Lori McClung and Heather Lenz, Advocacy & Communication Solutions, LLC	
3:50 pm	Next steps	Lori McClung and Heather Lenz, Advocacy & Communication Solutions, LLC	
4:00 pm	Adjourn		

Future Meeting Schedule:

March 31, 2015: 1:00 pm - 4:00 pm
 May 20, 2015: 1:00 pm - 4:00 pm
 July 9, 2015: 1:00 pm - 4:00 pm
 September 29, 2015: 1:00 pm - 4:00 pm
 Nov. 10, 2015: 1:00 pm - 4:00 pm
 Jan. 26, 2016: 1:00 pm - 4:00 pm

National Perspectives Speaker – Debi Mathias



Debi Mathias serves as the Director of the QRIS National Learning Network with the BUILD Initiative, a broad cross-section of partners at the state and national level focused on the development and implementation of quality rating and improvement systems (QRIS). Previously, Debi served for 7 years as Director of Early Learning Services, Office of Child Development and Early Learning (OCDEL) in Pennsylvania. Her responsibilities included leadership and support of teams responsible for design, implementation and monitoring of a variety of programs and initiatives including Keystone STARS, Family Support programs, the state Pre-K program, Head Start, the state professional development system, standards aligned systems (learning standards, assessment, curriculum framework etc.), PELICAN data base, program evaluation and research. Debi understands early learning at every level, having served for nearly 30 years as Program Director, SUM Child Development Inc., where she created and managed a multi-site NAEYC Accredited early care and education program serving 800+ children ranging in age from six weeks to 12 years. dmathias@buildinitiative.org

QF Advisory Sub-Committee Facilitation Team – Advocacy & Communication Solutions

Advocacy & Communication Solutions (ACS) harnesses a passion for strategic communications, government relations, policy analysis, media relations and strategy development services for national, state and local organizations. We help our clients use the power, importance and added value of strategic advocacy and communication to deliver positive impact to the communities they serve. We only take on causes we care about. We focus on a purposeful and select client portfolio. That means we guarantee complete dedication to the communication and advocacy efforts of each organization we work with, including regular interaction with ACS partners. This approach reflects our deep commitment to issues that are critical to our clients and those they serve. We know our work, because we've been there. All told, our staff team has more than 50 years of collective experience as legislative and communication staffers and leaders within the education; health and human services; and workforce and economic development sectors at the local, state and national level.

Facilitation Team:

- Lori McClung – President
- Scarlett Boudier – Vice President
- Rebecca Cohen – Senior Director
- Heather Lenz – Policy Associate



Next Generation Quality Rating and Improvement Systems – State Trends and Directions



Agenda for the Conversation

- QRIS
 - Why
 - Historic Context
 - Elements of QRIS
 - Cost of Quality
- Innovation
 - Theory of Change
 - State Level
 - National Trends



Principal Elements of Quality



- Highly skilled providers
- Age-appropriate and evidence based curricula and stimulating materials in a safe physical setting
- A language-rich environment
- Warm, responsive teacher-child interactions
- High and consistent levels of child participation
- Small class sizes and high adult-to-child ratios

-Center on the Developing Child
Harvard University



Historical Context

Welfare Reform

- From work support to school readiness
- Federal and State spending on child care skyrocketed between 1995-2010
- Focus on increasing supply; little attention to policies that support provider quality
- Result: dramatic government cost increase without corresponding improvement in quality or child outcomes



Historical Context

The Great Recession Added New Challenges

- As child care demand boomed pre-recession, cost/quality challenges not as apparent
- With recession, ECE programs that serve all socioeconomic sectors suffering from:
 - Lower enrollment
 - Insufficient fee collection
 - Pressure to lower prices
- End result: Oversupply of poor- and mediocre quality programs, significant fiscal challenges for higher quality programs



Historical Context

Federal Direction to Improve School Readiness

- Race to the Top Early Learning Challenge
 - Grants shifted focus from access to quality
 - Clearly focused on standards-based 'system' – standards for learning, for professionals and standards for program
 - Required a "T"QRIS
- Increased focus on quality from Office of Child Care - Child Care Development Fund Reporting



Historical Context

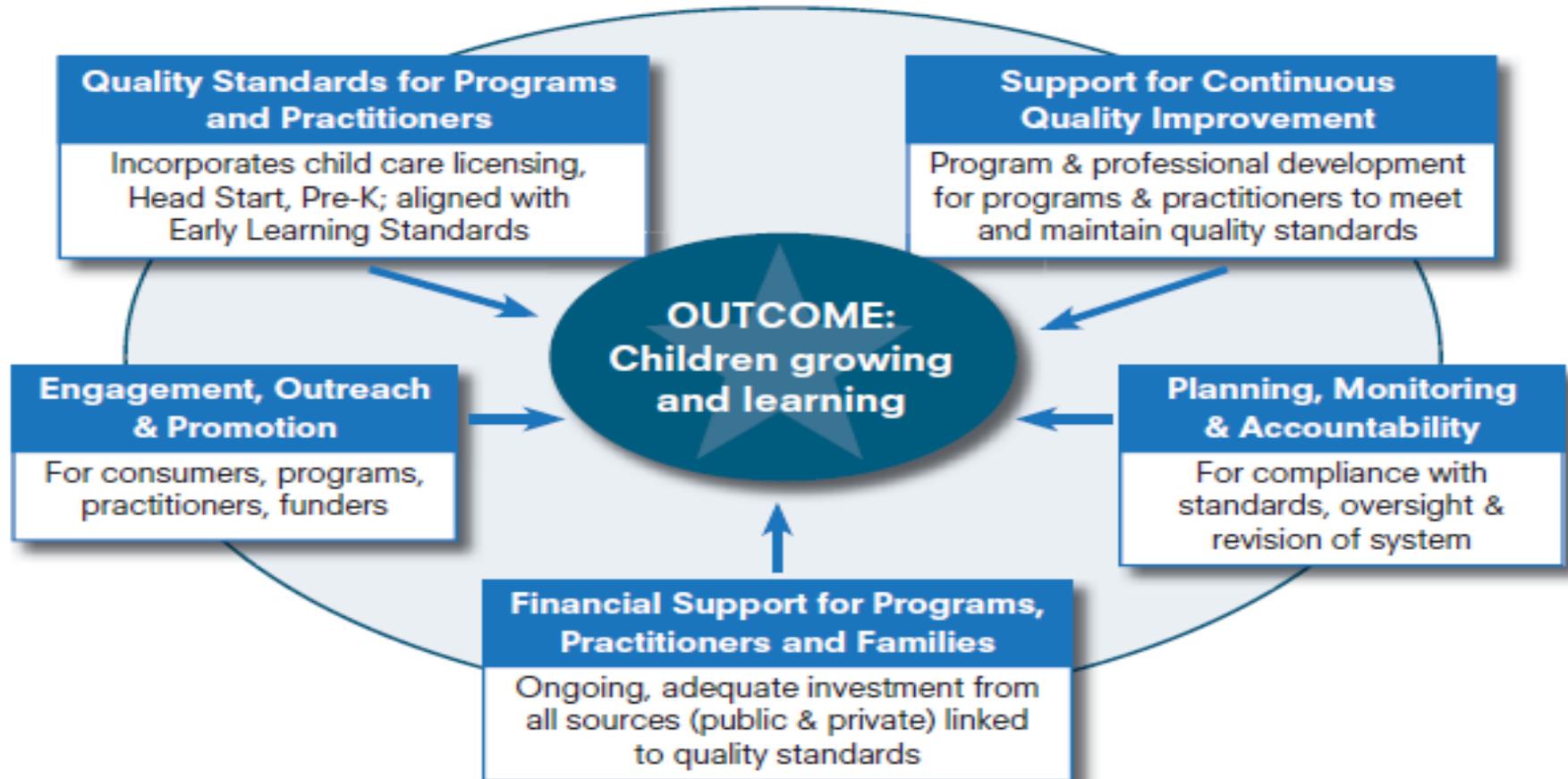
- NAEYC Accreditation define quality practices – the North Star
- Brain Research
- Accountability, ROI and Results
- Using Research to inform practice



Elements of QRIS

QRIS can be framework for early care and education system reform ...

QRIS: Framework for the Early Care & Education System



Innovation in the States



Illinois – Innovation

- Licensing
- Bronze Circle of Quality = Complete training over a wide range of topics
- Silver Circle of Quality = Rigorous self-assessment, with ERS completed by trained person such as a CCR&R Quality Specialist
- Gold Circle of Quality = Demonstrated quality, validated by outside assessor
- Awards of Excellence= Recognizing best practice for fostering developmental gains for at-risk children; can be earned by programs that are at Gold Circle



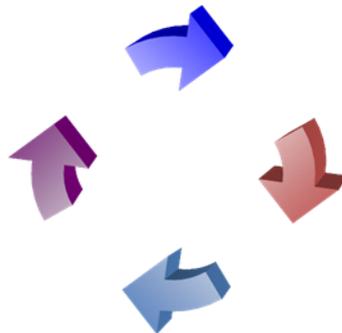
Preparing
Children for
Success



Continuous Quality Improvement

Continuous Quality Improvement (CQI) Plan and State Supported Resources

- Program Administration Scale, SEQUEL
- CLASS™, Environment Rating Scales (ERS) other classroom observation tools
- Strengthening Families
- CSEFEL Pyramid Model
- Special Quest
- Cultural Competencies
- Race Matters
- Mind in the Making
- Strengthening program for English Language Learners
- Accreditation
- Go Green
- NAP SACC



CQI at all Levels of the System

To get better and better at getting better and better...

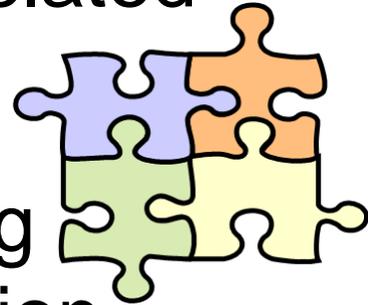


The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization."

Peter Senge

Standards

- Standards - Fewer, clearer standards related to improved child outcomes and school readiness
- Eliminated standards already in licensing
- Collapsed standards where documentation required was the same
- Eliminated standards that lacked
 - Strong research base
 - Alignment with research based observational measures
 - Objective basis for documentation
 - Inclusion in other state's QRIS
 - Articulation by stakeholders that standard reflected best practice



Racial/Cultural/Linguistic Responsiveness

- States referenced in RTT/ELC inclusion of specific measures related to cultural competence in their QRIS
- Develop training, materials and other supports in multiple languages
- A “diversity” category in the standards
- Financial incentive for DLL teachers
- Specific supports, strategies and professional development for teachers working with DLL children and families



States Considering Theory of Change

What is the Vision for QRIS? What Levers are used to progress to that vision?



The use of tools and models:

- Logic Models to demonstrate inputs and outcomes
- How is implementation science being used to provide a conceptual framework?
- What does the 'end' look like?
- What are best and promising practices?



Goals of the QRIS – Zaslow/Tout

(QRIS NLN Meeting July 2014)

- Improved child outcomes and school readiness
- Professionalization of the ECE Workforce and Instructional Leaders
- Improving ECE as a System
- Enhancing Family Outcomes



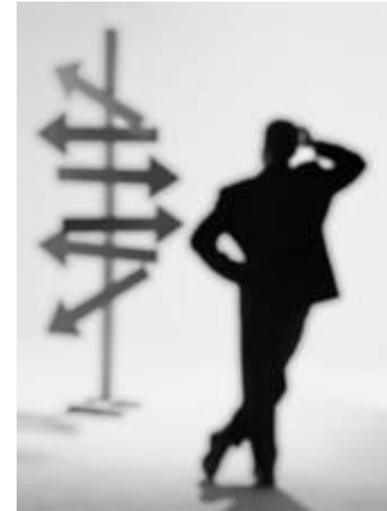
Trending QRIS Revisions

- Moving from global quality to improving teaching and learning
- Increasing provider participation and supports needed to improve quality
- Use of data and data based systems in implementation and improvement
- Cross sector participation
- Specific criteria and supports for inclusion of children with disabilities and special needs
- Better alignment from Birth – 3rd grade



Improving Implementation

- Analyze Data, Evaluation, Research
- Alternate pathways
- Policy modifications
- ‘Timing in a change’
- Changing a Standard
- Modify how/when supports are delivered
- Streamlined monitoring
- Changes in how interpretation of meeting a standard is assessed



Considerations when Modifying

- What problem/issue or new vision is the change addressing?
- What is your data and evaluation telling you?
- Implications in all the component areas
 - Standards, Accountability Measures, Provider Supports, Financial Incentives, Family & Provider Education & Engagement Efforts
- National Scans
- Unintended Consequences?



Data, Evaluation and Research

- Use of integrated data systems as evaluation/research/accountability tools
- Studying use and appropriateness of assessment tools
- Studying impact of QRIS on children's school readiness



Questions, Reflections, Comments?



For More information

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**First Things First
Logic Model
Early Learning - Quality First**

Processes

Outcomes

1. Strategies

2. Activities

3. Key Outputs

4. Short-term Outcomes

5. Provider/Professional Outcomes Intermediate-term

6. Child Long-term Outcomes

* Quality First, Arizona's voluntary Quality Improvement and Rating System, is designed to strengthen our state's regulated early care and education programs by establishing a standard for quality care, helping providers meet that standard, and sharing information with the community.

Using nationally-developed performance criteria, Quality First helps developing programs improve, and provides an important resource for families.

- 2.1 Coaching
- 2.2 Incentives
- 2.3 Assessment
- 2.4 *Child Care Health Consultation
- 2.5 *Mental Health Consultation
- 2.6 Inclusion of Children with Special Needs
- 2.7 *Scholarships for children – Child Care/PreK
- 2.8 Scholarships for Staff – T.E.A.C.H.

- 3.1 Individualized guidance and support through on-site visits with targeted training and technical assistance.
- 3.2 Financial assistance to QF providers to support purchasing of materials, equipment and professional development.
- 3.3 Valid and reliable assessment tools for program evaluation that focus on the environment & adult-child interactions.
- 3.4 On-site and telephone guidance and consultation, offering staff training on health and safety issues.
- 3.5 Consultation on-site and through telephone support for staff to address children's social-emotional developmental needs.
- 3.6 Specialized services to support inclusive practices for children with developmental needs.
- 3.7 Financial assistance through scholarships for children at QF sites based on program size and star rating.
- 3.8 Financial assistance through scholarships for staff at QF sites pursuing higher education.

- 4.1 Quality Improvement and Rating plans developed to support improved practice.
- 4.2 Incentives support overcoming barriers to quality improvement.
- 4.3 Coaching intensity levels determined to define level of support.
- 4.4 Supports offered in CCHC consultation models based on needs of the program.
- 4.5 Support for responsiveness to children's mental health needs.
- 4.6 Increased staff awareness of and preparedness for including children with identified developmental needs.
- 4.7 Scholarships are available to families based on program rating.
- 4.8 Continuing education scholarships offered to program staff.

- 5.1 Overall program quality increased, enhancing ability to meet children and family needs.
- 5.2 Improved supply of equipment and materials to support quality.
- 5.3 Star rating demonstrates a commitment to quality early care and education.
- 5.4 Improved health and safety practices.
- 5.5 Increased teacher sensitivity to and preparedness for the mental health needs of children and improved behavior management.
- 5.6 Improved inclusion of special needs children in quality, appropriate early education activities.
- 5.7 Scholarships offset the increased cost of high quality education so that quality care remains accessible for all families.
- 5.8 Increased education and knowledge of early care and education of staff members.

Children demonstrate school readiness at kindergarten entry in the developmental domains of social-emotional, language and literacy, cognitive, and motor and physical.

Assumptions: 1) All early learning strategies must be interwoven in order to produce child outcomes; 2) Quality and access/affordability are inseparable and must be addressed in a quality improvement and rating system such as Quality First; 3) Additional sources of funding beyond FTF will be required to ensure that every early care and education program applying for Quality First can participate; 4) During the next two years as quality ratings are implemented a validation study on the QF Points Scale and Rating Scale will be required; 5) Child outcomes will be shown to be directly linked to domains within the CLASS tool, specifically the instructional support domain.

Context: 1) Other than the small number of nationally accredited programs, Arizona programs have not been assessed or held to quality standards; 2) Quality is being just beginning to be defined through Quality First; 3) FTF has developed linkages among and between all funded quality, access and professional development strategies that form the early childhood system; 4) Arizona currently does not have a measure to determine readiness at kindergarten, though it is under discussion by a consortium of education agencies and leaders.



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