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California's Early Learning Quality Improvement System Advisory Committee

June 29, 2010

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Dennis Vicars, CAEL QIS Advisory Committee
Nancy Remley, Child Development Division

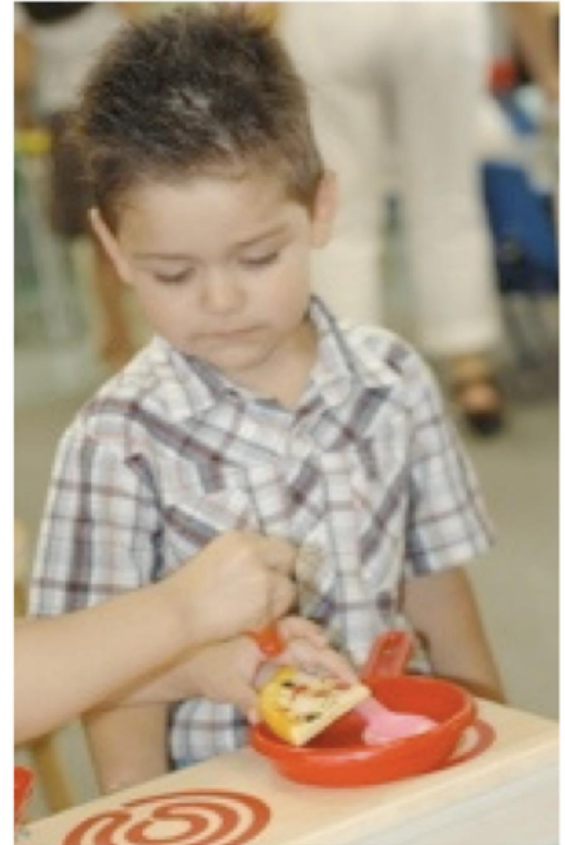
California Department of Education
June 29, 2010



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Purpose

Improve outcomes for children and reduce California's school readiness gap by improving the quality of early learning care programs





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Definition

- QRS is an early learning rating scale that includes elements that most directly contribute to high quality care
- and a funding model aligned with the quality rating scale.



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CA Early Learning Recommendations

- State Superintendent's P-16 Council Report, "Closing the Achievement Gap" (2008)
- Governor's Committee on Education Excellence Report, "Students First – Renewing Hope for California's Future" (2008)
- California Joint Committee's Master Plan for Education (2002)



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California's Early Learning Quality Improvement System

- Assessment and analysis of existing ECE infrastructure
- Development of early learning quality rating scale for birth to 5 programs
- Development of a funding model aligned with the quality rating scale
- Make recommendations on local, state, federal, and private resources

*Alone we can do
so little,
together we can
do so much.*

-Helen Keller



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California's Early Learning Quality Improvement System

Intended for all
children including
English learners
and children with
disabilities and
other special
needs.





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Timeline for the ELQIS Advisory Committee

Two Years:

- Interim report to Legislature and Governor by 12/09
- Final report to Legislature and Governor by 12/10





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Funding for the ELQIS Advisory Committee

Provided through
the leadership and
commitment to high
quality early
learning programs
of the First 5
California Children
and Families
Commission.





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Decisions by CAEL QIS Advisory Committee

- **Emphasize quality components in rating system that show stronger links to child outcomes (e.g., process components)**
- **Aim for fewer rather than more components**
- **Include licensing in entry tier but may require revised licensing standards**
- **Consider independent assessment for higher rating levels**
- **Pilot and further evaluate components viewed as important but with limited research**
- **Experiment in pilot phase with alternative cut points for measures**



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Advisory Committee Decisions

(continued, 2 of 15)

- **California's QRS will include the following factors:**
 - **Be based on a block system – each tier building on the previous tier**
 - **Include up to five tiers with an entry level based on Title 22 and moving to aspirational and attainable criteria for Tier 5**
 - **Include licensed center-based programs and licensed family child care homes using consistent criteria for all programs**
 - **Study ways to include license-exempt providers in QRS**



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Advisory Committee Decisions

(continued, 3 of 15)

- **California's QRS will include the following factors:**
 - **Cultural and language competence will be integrated into all quality elements with special emphasis on family involvement, staff education and training, and teaching and learning**
 - **Inclusion of children with special needs will be integrated into all quality elements with special emphasis on family involvement, staff education and training, and teaching and learning**
 - **Nutrition, health and physical activity need to be included in QRIS**
 - **Definition of cultural and language competence to be based on Early Childhood Educator Competencies.**



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Advisory Committee Decisions

(continued, 4 of 15)

- **Quality Rating Structure will include the following process:**
 - **California's QRIS sets quality elements and tiers**
 - **Third party accreditation and validated performance reviews will be used in conjunction with tiers but not incorporated into tiers:**
 - **Agencies are encouraged to map their quality criteria to California's QRIS**
 - **Reciprocity with part, or all, of California's QRIS will be considered with time-limited MOUs; related costs to be paid by agency requesting reciprocity.**

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Advisory Committee Decisions

(continued, 5 of 15)

- **California's QRIS will include the following factors:**
 - **TA assists with achieving and maintaining the quality improvement plan that is prepared when a program goes through the QRIS process**
 - **TA is comprised on both internal and external resources, and TA resources identified locally and regionally**
 - **Support needs to be greater for entry level programs**
 - **TA is available for all programs, and resources for exempt care providers may include preparation for licensing**
 - **TA is done by different groups than assessment and rating to avoid conflicts of interest**



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Advisory Committee Decisions

(continued, 6 of 15)

- **The QRIS elements include:**
 - **Ratio and Group Size**
 - **Teaching and Learning**
 - Alignment with Infant-Toddler and Preschool curriculum frameworks and foundations
 - ECERS for Tiers 1-5 with the use of CLASS/PARS for Tiers 4-5 in alternating rating periods
 - **Staff education and ongoing professional development**
 - **Program Leadership**
 - Including administrative policies and procedures, leadership development, staff compensation, support for professional development, and program evaluation
 - **Family Involvement**
 - Menu of strategies that are appropriate to different program settings and California's cultural and language groups.



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Advisory Committee Decisions

(continued, 7 of 15)

- **Subcommittees were directed to:**
 - **provide options to align tiers,**
 - **identify measures and tools,**
 - **estimate costs and revenue sources, and**
 - **develop a partnership with public and private entities to create a single assessment tool that measures the quality of teacher/child interactions and the environment**



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Advisory Committee Decisions

(continued, 8 of 15)

- Approved using current Title 22 Licensing Criteria as QRS Ratio and Group Size Criteria for Family Child Care Homes Early Learning Programs



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Advisory Committee Decisions

(continued, 9 of 15)

- Approved second criteria* for Teaching and Learning Quality Element as proxies for identified quality criteria for this element, including:
 - Criteria for Alignment to Infant-Toddler and Preschool Curriculum Frameworks and Foundations
- * ***First Criteria: Use of ECERS and CLASS/PARS tools for Centers, FCCH, and Infant-Toddlers approved on 3/2/10***



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Advisory Committee Decisions

(continued, 10 of 15)

- Approved use of Program Director's qualifications as proxy for Program Leadership Element

Advisory Committee Decisions

(continued, 11 of 15)



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- Approved inclusion of Nutrition Criteria



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Advisory Committee Decisions

(continued, 12 of 15)

- Modify requirement for Licensing (Title 22) in Tier 1 to include License-Exempt ECE programs, as defined by CAEL QIS, will be ECE programs that are administered by an agency with operational oversight and responsibility for: 1) meeting Title 22 licensing standards; 2) providing liability coverage; and 3) providing financial and legal recourse for parents/families
- Family Friend and Neighbor care is not included in this exemption request for CAEL QIS



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Advisory Committee Decisions

(continued, 13 of 15)

Approved Vision Statement:

- The primary goal of the California Early Childhood Education (ECE) data information system is to provide timely, accessible, and useful data about children, families, teacher/provider, programs and funding to support continuous program improvement linked to improved access and better outcomes for children

Advisory Committee Decisions

(continued, 14 of 15)



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Approved method for issuing ECE Unique Identifier:

- Use the unique registration number located on the birth certificate. Each birth certificate issued by the county registrar's office has a unique number recorded on the document.



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Advisory Committee Decisions

(continued, 15 of 15)

Approved five tiers of Family Involvement:

- **The five tiers focus on:**
 - Relationship building
 - Shared goals
 - Family context
- **Key words for the five tiers are:**
 - Tier 1 — Communication
 - Tier 2 — Two-Way Education
 - Tier 3 — Involvement
 - Tier 4 — Engagement
 - Tier 5 — Partnership and Advocacy
- **These partnering strategies extend and deepen in intentionality and variety as programs advance through the five tiers.**



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Workforce and Professional Development Subcommittee Ongoing Discussions

- **Goal:** The workforce and professional development system will be coherent, customer-friendly, relevant, accessible, and seamless.
- **Charge:** The workforce Subcommittee is charged with developing professional standards and a delivery system that supports high quality initial preparation and ongoing professional development linked to quality learning standards for young children and financial incentives for enhanced training.



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Workforce and Professional Development Subcommittee Ongoing Discussions (continued)

Policy Statement #1

**Competencies & Courses: Content of
Education & Ongoing Professional
Development**

Policy Statement #2

**QRS Staff Education and ongoing
Professional Development Element**

Policy Statement #3

**Discuss and provide direction for Delivery
System for Career Pathways**

5 Proposed Elements for California's QRIS



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	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Family Involvement	Communicate	Educate	Involve	Engage	Partner and Advocate
Ratio-Group Size: Infant: Toddler: Preschool: FCCH: Title 22	4:1 and 12 4:1 and 12 12:1 and 24	4:1 and 12 6:1 and 12 12:1 and 24	3:1 and 12 Or 4:1 and 8 4:1 and 12 8:1 and 24 or 10:1 and 20	3:1 and 12 Or 4:1 and 8 4:1 and 16 8:1 and 24 or 10:1 and 20	3:1 and 9 4:1 and 12 8:1 and 12 or 10:1 and 20
Staff Education and Training	Final descriptors for Tiers to be completed by Workforce Subcommittee.				
Teaching and Learning: 1. ERS + teacher-child interaction 2. Alignment to Foundations & Frameworks	Facilitated Self-Assessment No req. score Awareness	Facilitated Peer-Assessment Exploring Integration	Independent Assessment ERS 4.0 + CLASS/PARS Developing Competency in Integration	Independent Assessment ERS 5.0 + CLASS/PARS Building Competency in Integration	Independent Assessment ERS 6.0 + CLASS/PARS Full Integration
Program Leadership (proxy: Director's Education) PAS/BAS Prof Development	12 ECE and 3 Admin 4 yrs. exp. PAS/BAS Prof. Development	24 ECE and 16 GE and 3 admin. 1 yr. mgt PAS/BAS Prof. Development	AA with 24 ECE and 6 admin, and 2 supervision 2 yrs. Mgt exp PAS/BAS Prof. Development	BA with 24 ECE and 15 mgt and 3 yrs mgt exp PAS/BAS Prof. Development	MA with 30 ECE and 21 mgt. Or Admin. Credential. PAS/BAS Prof. Development



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California State Advisory Council on Early Childhood Education and Care (ELAC)

- **The ELAC will build on the work of the California Early Learning Quality Improvement System Advisory Committee – can help define the future policy direction for early learning in California.**
 - The ELAC can help plan for improved coordination and organization of existing programs, and chart an overall course for growth and improvement.



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The New Federal Moment

- **State Advisory Councils are required by the federal Head Start Act, and will receive funding through the American Recovery and Reinvestment Act.**
 - **California will have access to almost \$10.654 million in funds to support the work of the ELAC.**
- **The federal government is focusing on early learning like never before.**
 - **The U.S. Department of Education is mobilizing to play an active role in early learning policy for the first time.**
 - **ED and the Department of Health and Human Services have undertaken an ambitious collaboration effort focused on early learning.**
 - **For the first time in many years funding for existing programs like Head Start and Early Head Start is trending upward.**



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What Issues Does ELAC Work On?

- **Federal law requires the ELAC to make recommendations in several important areas:**
 - Conducting a needs assessment
 - Identifying opportunities for collaboration among programs, and eliminating barriers to collaboration
 - Increasing participation in existing programs
 - Establishing a unified data system
 - Developing a professional development system
 - Assessing the capacity of higher education to train qualified professionals
 - Improving early learning content standards
- **California has already done work in all of these areas, and the ELAC's recommendations can build on that work.**



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What Issues Does ELAC Work On?

(continued)

- **Several related areas may be appropriate for the ELAC to address, and may also be the basis for future federal opportunities:**
 - Improving assessment policy
 - Strengthening program oversight and monitoring
 - Reaching out to families
 - Screening for health and development issues
- **In all of these policy areas, we know that infants and toddlers are the most likely to need more and improved service.**
 - Science tells us that the first years of life are the most important to brain development. Supporting infants and toddlers and their parents can have an enormous long-term impact.



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The Process of Applying for Federal Funds

- **The ELAC will prepare an application for federal funds that describes:**
 - the ELAC's goals;
 - the problems the ELAC intends to solve;
 - and the activities the ELAC plans for achieving those goals and solving those problems.
- **The federal grant includes \$10.654 million in one-time money, distributed over three years.**
 - The ELAC should develop a plan focused on using one-time money in a manner that maximizes long-term impact.



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The Process of Applying for Federal Funds (continued)

- **The ELAC – building on the work of the California Early Learning Quality Improvement System Advisory Committee – can help define the future policy direction for early learning in California.**
 - The ELAC's mission is broader than the Committee's, but it will address the same substantive policy areas and should build on the Committee's work.
- **The application is due August 1.**
 - The ELAC will meet on an accelerated schedule to meet the application deadline, but after that the full ELAC will meet far less regularly.
 - The application should define a work plan for the ELAC to move forward.



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Key Policy Areas in the Federal Grant

- The ELAC's central opportunity will be to develop a comprehensive plan for early learning in California.
- In addition to (or as part of) the comprehensive plan, the ELAC is required to make – or should consider making recommendations in several key policy areas:
 - Learning standards;
 - Assessments*;
 - Program oversight and monitoring*;
 - Data;
 - Educator qualifications and pre-service training;
 - Professional development;
 - Family outreach and parent engagement*;
 - Public awareness*; and
 - Health screening and health y development*.
- **There are a few cross-cutting key ideas the ELAC should have in mind as it considers all of these policy areas.**

* Policy areas that are not required for consideration under federal law, but that have been identified as potential priorities if Early Learning Challenge Funds are authorized.



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Draft Outline of the ELAC Grant Application

- **The Draft Outline includes a summary of the federal application requirements, including both the statutory requirements and key text from materials prepared by the U.S. Department of Health and Human Services.**
 - **The Draft Outline includes a description of the characteristics of young children in California, and of the services provided for them.**
 - This background will be included in the application, as requested by HHS.
 - As required by law, this section describes California's early learning standards.



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Draft Outline of the ELAC Grant Application (continued)

- **The Draft Outline then identifies the ELAC's three objectives for the grant: (1) Developing a comprehensive plan for an integrated system; (2) Connecting with children and families; and (3) Elevating the early childhood profession.**
 - **Finally, the Draft Outline takes each of the three objectives and describes projects that help the ELAC meet those objectives .**
 - **A summary table on the last slide shows the proposed budget for each of the projects identified.**



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Choosing Projects for the Application

The ELAC's task is to identify a set of projects that will fit within its \$10.654 million budget:

- The proposed projects are all listed with budget ranges below. The ELAC does not need to identify specific dollar figures for each project at its June meeting. As long as the ELAC identifies projects with a total minimum budget of under \$10.654 million, staff will be able to develop a more precise set of figures for the draft application.
- At the ELAC's July meeting, staff will present a draft application with a budget that adds up to \$10.654 million. The ELAC will have the opportunity to make changes at that time.
- At the July meeting the ELAC will need to take its final vote on an allocation of the \$10.654 million grant, so that the application can be filed



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Choosing Projects for the Application

(continued)

Project	Budget
Developing a comprehensive plan for an integrated system.	\$1 – 1.5 million
Connecting with children and families	
Helping parents navigate the system	\$2 – 3 million
Meeting the varied needs of children	\$500,000 – \$1 M
Unifying data to support parents and educators	Phase 1: \$874,000 Phase 2: \$1-1.5 M
Elevating the early childhood profession	
Integrating ECE Competencies	\$ 1 – 3 million
QRIS virtual pilot	\$1 million
Full QRIS pilot	\$5.5 – 6.5 million
TOTAL	\$12.874 – 18.374 M



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Stay Tuned

