
Design Options for California's Quality Rating Structure

CAEL QIS Advisory Committee

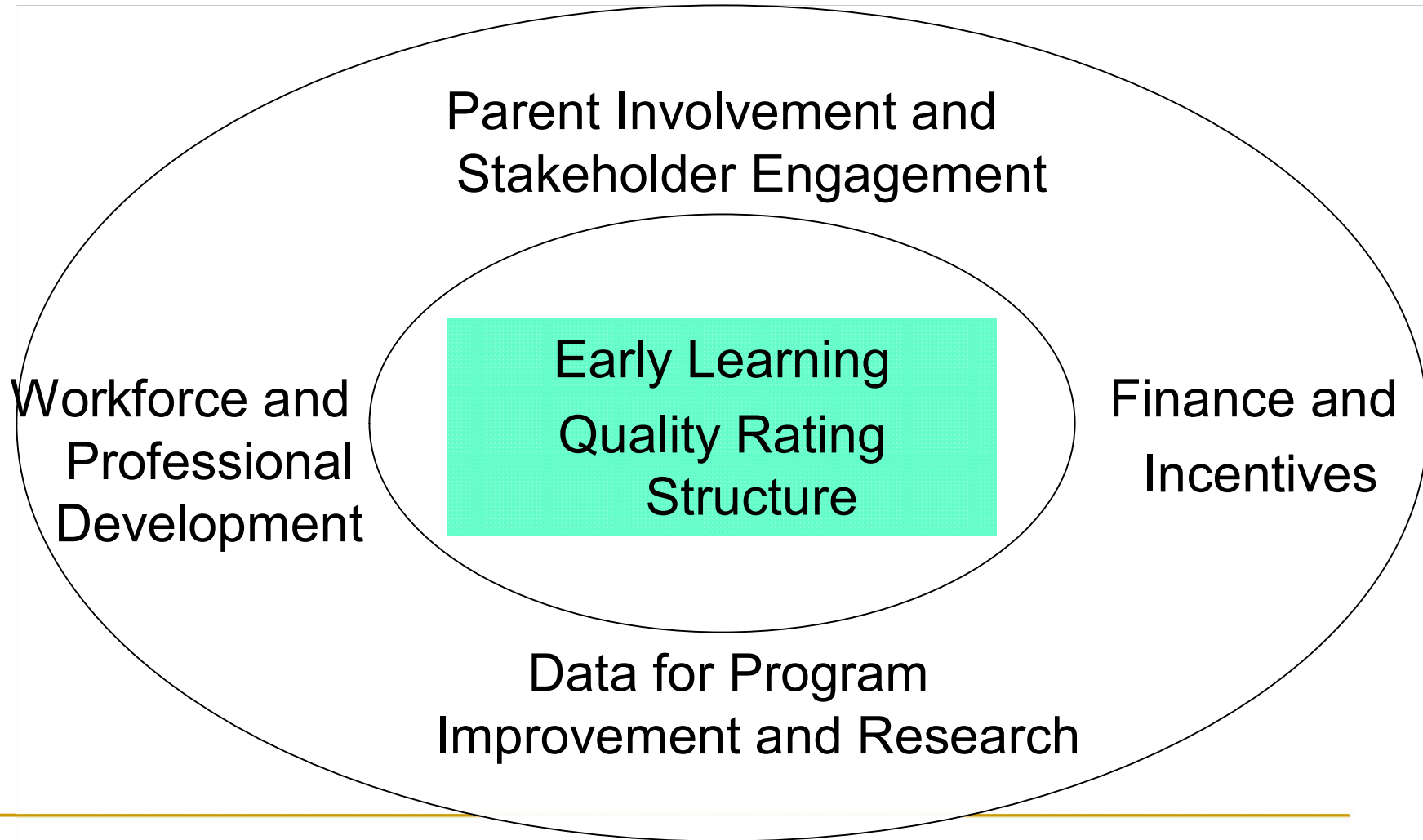
Design Subcommittee

December 2, 2009

Outline

- Review Advisory Committee's directions provided at October 29, 2009 meeting
- Discuss design options for Quality Rating Structure elements provided by Design Subcommittee

Focus Today Is On Design of Quality Rating Structure



Directions to Subcommittees Approved at 10/29 Advisory Committee meeting

1. Approve 5 tiers for Family Involvement with menu of effective strategies to be developed that is appropriate to different program settings and California's cultural and language groups.
2. Develop Options 1 and 2 with combination of Environment Rating Scales that focus on structural quality at entry levels and move to process quality, such as teacher-child interactions, at higher levels. Includes updating licensing standards for Tier 1.

Directions to Subcommittees Approved at 10/29 Advisory Committee meeting

3. Continue development of 5 tiers for Ratios and Group Size and refine in relation to research, effective practice, and costs. Build on research, systems, and strengths found in Title 22, Title 5, NAEYC, PITC, and others.
4. Continue to work on tiers for Early Educator Professional Development with consideration of Early Childhood Educator Competencies and California's career ladder that are currently in development. Continue work on the delivery system for professional development.

- Quality Rating Structure Factors

QRS Design in Block System Requires Completing a Matrix of Standards by Tier for Quality Elements

| | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|--|--------|--------|--------|--------|--------|
| Ratios | | | | | |
| Group size | | | | | |
| Classroom staff education, training & experience | | | | | |
| Environment (structure, process or both) rating scale (ERS) | | | | | |
| Etc. | | | | | |

Standards

Quality Rating Structure Factors

- ❑ QRIS should be a non-weighted block system. Tiers will build upon each other.
- ❑ QRIS will be comprised of 5 tiers:
 - Tier 1 represents the entry level and is feasible for licensed programs.
 - Tier 5 represents best practice and is aspirational and attainable for CA, though these quality standards currently are available for children in other states.
- ❑ QRIS tiers will include licensed center-based and family child care homes, using consistent criteria for all programs with tools appropriate to the early learning setting.

Action Items for Quality Rating Structure Factors:

- Approve factors for QRIS tiers:
 - Non-weighted block system
 - 5 Tiers
 - Tiers will be available to licensed centers and licensed family child care homes

Quality Rating Structure 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. Review of licensing requirements, Infant-Toddler and Preschool Foundations, and other standards is needed to see how well these components are included, or if additional work is required.

Action Items for Quality Rating Structure Factors:

- Approve commitment to a QRIS that supports:
 - Cultural and language competence
 - Inclusion of children with special needs
 - Integration of nutrition, health, and physical activity

Quality Rating Structure Factors

- ❑ 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

Action Items for Quality Rating Structure Factors:

- Explore partnerships with accreditation agencies and validated performance reviews

QRIS Technical Assistance

- The early learning program’s “quality improvement plan” is developed when the program enters QRIS. It provides information to explain the rating and clear direction on how to improve the program’s quality and move up to the next tier.
- Technical Assistance (TA) assists with achieving the “quality improvement plan” and provides or suggests appropriate resources.
- TA resources will be identified regionally.
- TA is comprised of:
 - Internal TA: coaching and on-site mentoring
 - External TA: leveraging existing TA resources/providers

QRIS Technical Assistance – cont.

- Support needs to be greater for entry level programs to assist with improvements. For higher tier programs, support is needed to sustain high tier levels.
- Technical assistance resources need to be available for all early learning and care programs, including exempt care providers, to support early learning quality improvements (e.g., preparation for licensing).
- QRIS Technical Assistance, QRIS Assessments (e.g., ERS) and QRIS Rating need to be done by different groups to avoid any conflict of interest.

Action Items for Quality Rating Structure Factors:

- Approve factors for QRIS TA:
 - ❑ TA assists with achieving the quality improvement plan
 - ❑ TA comprised of both internal and external resources
 - ❑ Support needs to be greater for entry level programs
 - ❑ TA available for all and resources for exempt care provider improvements include preparation for licensing
 - ❑ TA, Assessment, and Rating done by different groups

- 6 Quality Rating Structure Elements

California's QRIS Elements

- Family Involvement
- Environment Rating Scales (ERS)
- Ratios and Group Size
- Staff Education and Training
- **Teaching and Learning**
 - Including curriculum, child assessment, screening/referral, inclusion of children with special needs, cultural and language competence
- **Program Administration and Leadership**
 - Including administrative policies and procedures, leadership development, staff compensation, support for professional development, and program evaluation

Work in Progress: 6 Proposed Elements for California's QRIS

| | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|--|---|--|--|--|--|
| Family Involvement | Inform Parents | Educate Parents | Involve Parents | Engage Parents | Partner and Advocate with parents |
| Ratio-Group Size: Infant: Toddler: Preschool: | 4:1 and 12 4:1 and 12 12:1 and 24 | 4:1 and 12 6:1 and 18 12:1 and 24 | 3:1 and 18 4:1 and 16 8:1 and 24 or 10:1 and 20 | 3:1 and 15 4:1 and 16 8:1 and 24 or 10:1 and 20 | 3:1 and 12 4:1 and 12 10:1 and 20 |
| ERS Option 2: ERS + teacher-child | Self-Assessment No req. score | Facilitated Self-Assessment No req. score | Independent Assessment ERS 4.0 | Independent Assessment ERS 5.0 + Teacher-Child | Independent Assessment ERS 6.0 + Teacher-Child |
| Staff Education and Training (Lead Teacher) | 12 units at accredited College (Licensing Title 22) | 24 Units in ECE | AA with 24 units in ECE | BA with 24 units in ECE | BA and ECE credential for lead teacher |
| Teaching and Learning | | | | | |
| Program Administration | | | | | |

Action Item for 6 Quality Rating Structure Elements

- Approve 6 Elements for California's Quality Rating Structure with direction to Subcommittees to provide options to align tiers, identify measures, tools, and estimate costs.

□ Environment

Environment Rating Scale (ERS): Possible Design for California

| | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|--|--|--|--|--|--|
| Option I: Use "ECERS Family" as the tool (ITERS-R, ECERS-R, FDCRS) | Self-Assessment <i>Training on the tool provided first, and then ERS is completed.</i> <i>No requirement for score level.</i> | Facilitated Self-Assessment <i>Includes a one-on-one facilitated training after self-assessment completed.</i> <i>No requirement for score level.</i> | Independent Assessment <i>All subscales completed and averaged to meet overall score level of 4.0.</i> | Independent Assessment <i>All subscales completed and averaged to meet overall score level of 5.0.</i> | Independent Assessment <i>All subscales completed and averaged to meet overall score level of 6.0.</i> |
| Option II: Option I plus a tool(s) to measure teacher/child interactions at Tiers 4 and 5. | | | | Possible tools: CLASS, PARS, ECERS-E | Possible tools: CLASS, PARS, ECERS-E |

The table summarizes Options 1 and 2 decisions made about tier level cut points.

Teacher/child interactions will only be measured at Tiers 4 and 5.

Environment Rating Scale

Design Subcommittee Responses

- ERS needs to be core of QRS and include teacher/child interactions at higher tiers
- Additional information needed:
 - CLASS Presentation- general overview of the tool: Do CLASS measures overlap with the ECERS and/or PARS measures? What is the cost to implement the CLASS?
 - How does this rating system relate to the CDE/CDD Early Learning and Development System (Foundations, Framework, DRDP-R, etc.)?
- Questions for further discussion:
 - What tool will be used to measure teacher/child interactions? What score or rating will be required for Tier 4 and for Tier 5 for the tool(s)?
 - At Tiers 4 and 5, will both the ECERS Family tool and the teacher/child interaction tool be used in the QRIS system?
 - The financial impact needs to be determined and considered. Is there an added cost to complete a teacher/child interaction tool? It may be necessary to revisit the decision to measure every subscale on the ECERS Family of tools, pending funding.
 - What will the training elements look like to support the completion of the ECERS tool as described in Option 1, Tiers 1 and 2?

Action Items for

Environment Rating Scales (ERS):

- Approve Option 2 with combination of ERS that focuses on structural quality at entry levels and moves to teacher-child interactions at higher levels
- Continue discussion to determine tools, measures, training, and funding needed, especially for teacher-child interaction tools.

▣ Ratios and Group Size

Ratios and Group Size: Existing Center Standards

| | Infants | Toddlers | Preschool |
|--------------------------|------------------------|--|---|
| Child–Adult Ratio | | | |
| NAEYC | 4:1 (0–15 mos) | 4:1 (12–18 mos) 6:1 (21–36 mos) | 10:1 (2.5–5 years) |
| HS | 4:1 | 4:1 | 8.5:1 (3-year-olds) 10:1 (4-year-olds) |
| Title 5 | 3:1 (0–18 mos) | 4:1 (18–36 mos) | 8:1 (3–5 years) |
| Title 22 | 4:1 (0–24 mos) | 6:1 (<i>toddler option</i>) | 12:1 (2–5 years) |
| Group Size | | | |
| NAEYC | 8 (0–15 mos) | 12 (12–36 mos) | 20 (2.5–5 years) |
| HS | 8 | 8 | 17 (3-year-olds) 20 (4-year-olds) |
| Title 5 | n.a. (effectively 18*) | n.a. (effectively 16*) | n.a. (effectively 24*) |
| Title 22 | n.a. (effectively 12*) | n.a. (effectively 12* for toddler component) | n.a. (effectively 24*) |

***Based on child–teacher ratio.**

Ratios and Group Size: Design Subcommittee's Center Design Options

| | | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|----------|------------|-------------------------|---|---------------------------------|---------------------------------|-------------|
| Option I | Infant: | 4:1 and 12 | 4:1 and 12 | 3:1 and 12 | 3:1 and 12 | 3:1 and 9 |
| | Toddler: | 4:1 and 12 (0-24 mo) | 6:1 and 12 (toddler option ratio) | 4:1 and 12 | 4:1 and 12 | 4:1 and 8 |
| | Preschool: | 12:1 and 24 | 12:1 and 24 | 8:1 and 24 or 10:1 and 20 | 8:1 and 24 or 10:1 and 20 | 10:1 and 20 |

Title 22 programs frequently use Infant (birth to 24 mo) and preschool (24-60 mo). Toddler option is Infants (birth – 18 mo), Toddlers (18-36 mo) with 6:1 ratio and group size of 12, Preschool (36-60 mo).

Ratios and Group Size: Design Subcommittee's Center Design Options

| | | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|----------|----------------------|-------------|-------------|--------------------------|---------------------------|----------------------------------|
| Option 2 | Infant (0-18mo): | 4:1 and 12 | 4:1 and 12 | 4:1 and 8 (EHS base) | 4:1 and 8 | 3:1 and 9 Continuity of care |
| | Toddler (18-36 mo): | 6:1 and 12 | 6:1 and 12 | 4:1 and 12 (EHS base) | 4:1 and 12 | 4:1 and 12 Continuity of care |
| | Preschool (37-60mo): | 12:1 and 24 | 12:1 and 24 | 10:1 and 20 (HS base) | 8:1 and 24 10:1 and 20 | 10:1 and 20 |
| | | | | | | |

EHS = Early Head Start HS = Head Start

Continuity of care means that the teacher follows the group of children from birth to 18 months; considered best practice.

Ratios and Group Size: Design Subcommittee's Center Design Options

| | | Tier 1 | Tier 2 | Tier 3 | Tier 4 | Tier 5 |
|----------|------------|-------------------------|--------------------------|---------------------------------|---------------------------------|-------------|
| Option 3 | Infant: | 4:1 and 12 | 4:1 and 12 (0-18 mo) | 3:1 and 18 | 3:1 and 15 | 3:1 and 12 |
| | Toddler: | 4:1 and 12 (0-24 mo) | 6:1 and 18 (18-30 mo) | 4:1 and 16 | 4:1 and 16 | 4:1 and 12 |
| | Preschool: | 12:1 and 24 | 12:1 and 24 | 8:1 and 24 or 10:1 and 20 | 8:1 and 24 or 10:1 and 20 | 10:1 and 20 |

Title 22 programs frequently use Infant (birth to 24 mo) and preschool (24-60 mo). Toddler option is Infants (birth – 18 mo), Toddlers (18-36 mo) with 6:1 ratio and group size of 12, Preschool (36-60 mo).

Considerations for Options:

- Options 1 and 3 intend to start with Title 22 licensing as Tier 1
- Option 1 is clear and understandable; represents a system that accommodates currently funded programs
- Option 3 reflects larger group sizes supported by teachers with more education and training
- Children with exceptional needs can be better supported with smaller group size and lower ratios

Considerations for FCCH Ratios and Group Size:

Design Subcommittee will continue to study FCCH and come back with recommendations in 2010.

Considerations include:

- There are complications with FCCH group size plus two allowances.
- Need a common definition for infants and toddlers.

For all programs:

- Reinstate annual facility visits for Community Care Licensing.
- Safety is a primary issue. Recommend health and safety training every two years, moving to annual.

Action Item for Ratios and Group Size:

- **Approve Option 3**
- **All 5 tiers will continue to be refined in relation to research, effective practice, and costs.**