



2015 Quality Improvement Policy Summit Proceedings



Contents

Acknowledgments	1
Introduction	1
Summit Highlights: Welcome and Setting the Stage	1
Topic 1 – The Long Road from QRIS to Children’s Development and Learning: What the Latest Science Tells us About How to Support Teacher to Support Young Children	3
Topic 1 Lessons Learned	6
Topic 1 Recommendations Supporting Teachers to Support Young Children.....	6
Topic 2 – The California Journey: What We Have Learning and what It Means for Quality Improvement Efforts	7
Topic 2 Lessons Learned	10
Topic 2 Recommendations Applying What We are Learning to Quality Improvement Efforts	11
Topic 3 – County Roacds to Quality: Where Are the Intersections and What Are the Infrastructure Needs?	11
Topic 3 Lessons Learned	13
Topic 3 Recommendations Identify and Build the Infrastructure	13
Topic 4 – Creating a Roadmap for Quality: How We Can Shorten That Long Road	13
Topic 4 Lessons Learned	16
Topic 4 Recommendations Mapping Actions to Quality Outcomes	16
New Directions in Quality Improvement: Where Do We Go From Here?	16
Summary	17
Five Key Themes	18
Policy Recommendations	18
Appendices	20

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INTRODUCTION

On April 21, 2015, county, state, and national program implementers, researchers, and policymakers came together for a Policy Summit in Sacramento. It was a day of shared learning and priority setting with a common goal of improving child outcomes through aligned quality improvement efforts. During the Summit, presenters and respondents shared their experiences with and knowledge of effective and efficient approaches to quality improvement, focusing on a few key themes:

- ▶ What works effectively to support quality?
- ▶ How do the unique needs at a local level impact quality?
- ▶ How will the policy summit move the needle forward for children and families?
- ▶ How can we align efforts between national, state, and local partners?
- ▶ What is needed at a systems level in terms of governance, partnerships, and data infrastructure?

SUMMIT HIGHLIGHTS : Welcome and Setting the Stage

Camille Maben, Executive Director, First 5 California, set the stage for the day by asking participants to think about “how our work at First 5 California aligns with what is happening at the local level and how that work aligns with what is happening nationally.” The ultimate goal for the day (and for this resource) is to move the needle forward for all of California’s children and families.

Characteristics of Center-based Early Care and Education Programs: Initial Findings from the National Survey of Early Care and Education (NSECE)

<http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>

Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services (HHS), charged the participants with focusing policy levers in the same direction because all children need and deserve

high-quality early learning experiences that put them on a path to success in school and life. High-quality early learning experiences are especially important for children and their families who are facing life challenges. However, current access to high-quality early learning experiences varies based on a number of factors: age of the child, the type of program, the program standards and regulations, and who funds



or subsidizes the program. Rudisill emphasized that the level of quality should not be contingent upon what funding streams support the programs. Which door a family enters should not determine the quality of instruction a child receives nor the quality of support the family receives. Nor should age of the child determine the quality of the program (e.g., only four-year-olds having universal access to the best quality). How the early childhood system has developed over time has left many gaps. We need to strive for the same level of quality regardless of the source of funding.

Rudisill reported that the National Survey of Early Care and Education, the first such survey in many years, explores what child care looks like across the U.S. in every kind of setting. She shared findings that are relevant to the Summit related to leveraging public funding to improve program quality:

- ▶ 75% of all centers receive some kind of public funding (e.g., vouchers and contracts).
- ▶ 75% have more than one source of funding.

Currently, each public revenue source brings with it different reporting requirements, standards, and criteria for accountability. Rudisill asked participants, “How can we align requirements and standards so that program managers can spend more time serving kids and less time trying to figure out accountability?” Federal guidelines for early childhood programs within the Administration for Children and Families and the Department of Education are seeking and will support incremental change that leads to consistent expectations and simplified reporting processes.

Rudisill noted California has made substantial investments in the quality of early childhood programs through both federal and state funding. The state is a great proving ground for practices, policies, and strategies because of the number of children and families served, the diversity of populations and programs, and the various approaches taken by individual counties and consortia to improve quality and child outcomes.

Rudisill outlined the following *key principles* for achieving and sustaining quality improvement initiatives in California:

- ▶ The guiding vision should keep all policy levers focused in the same direction.
 - **Licensing:** Set licensing as the universal baseline of

How the early childhood system has developed over time has left many gaps. We need to strive for the same level of quality regardless of the source of funding.

– Shannon Rudisill

standards for the system.

- **Quality Rating and Improvement System (QRIS):** Implement QRIS as the common framework for supporting and measuring quality.
 - **Professional Development:** Create a single professional development system, aligned with licensing and QRIS, that moves all practitioners in the same direction regardless of funding source.
 - **Accountability:** Require all program monitors to assess compliance with regulations and standards based on a common understanding of quality.
 - **Funding:** Use all available policy levers associated with any source of funding to keep quality investments heading toward the same goal.
- ▶ All public funds must support positive early learning and program quality that moves beyond basic health and safety. Federal funding is to support only high-quality programs or programs on a road to quality.
- All programs need a plan and a pathway to quality, holding the same common goals and striving for the same ultimate level of quality.
 - Implementation strategies must meet local needs.
 - Programs have different levels and sources of funding and are at different stages of readiness, but all must be moving in the same direction.
- ▶ Use the Early Head Start (EHS) and Child Care Partnerships grant as a model to reach and sustain quality. The model knits programs together to ensure babies and toddlers receive all of the services they deserve and raises quality in child care to that of EHS.
- Increase access to comprehensive quality programs for income-eligible children who otherwise may not have been reached.

Strengthening the Early Childhood and School-Age Workforce

Resources designed to help policymakers support a skilled workforce

<https://childcareta.acf.hhs.gov/resource/strengthening-early-childhood-and-school-age-workforce>

Topic 1 — The Long Road from QRIS to Children’s Development and Learning: What the Latest Science Tells us About How to Support Teachers to Support Young Children

Dr. Bridget Hamre, Research Associate Professor and Associate Director of the Center for the Advanced Study of Teaching and Learning (CASTL), University of Virginia. According to Dr. Bridget Hamre, the desired outcome of a QRIS is that every child in California has access to a high-quality early learning experience. She affirmed the concept that all policy levers need to point in the same direction to achieve quality. A QRIS Logic Model lays out the road to quality, but we can sometimes get lost in the details of the planning. A focus on the end goal — *all children deserve quality programs* — and attention to what research tells us about QRIS and children’s development can shorten the road.

► **What are we learning about classroom experiences that enhance children’s school readiness?**

- We know we have to focus on teacher-child interactions and, within those interactions, provide instructional support.
- We know being in child care is stressful for 70-80% of children. Children in environments with greater emotional support exhibit less stress.
- We know consistency is important. Consistency of both instructional and emotional support is best; consistency in the instructional environment outweighs inconsistent emotional support.
- We know consistent supportive interactions and strong instructional support matter to dual language learners and others as they build language and self-regulation skills.

Effective Classroom Interactions: Supporting Young Children’s Development
 An ECE MOOC offered by CASTL
<https://www.coursera.org/course/earlychildhood>

► **What are we learning about designing and implementing professional development experiences for teachers that impact teachers’ classroom practices?**

- Implementing a range of intentional professional development works.
- It is possible to go to scale at the massive level while maintaining fidelity using online venues such as a massive open online course. These approaches focus on using instructors as coaches rather than teachers by sharing content online and using time with students to coach.
- To improve interactions and instructional support, strong and systematic approaches to supporting teachers and coaches need to be implemented.
 - Coaches tend to focus on what they know and what they can do, regardless of the model, and tend to focus less on individual needs.
 - Coaches need support in how to work directly with teachers. A better coach can observe and describe teaching practice; a better teacher can do the same in the classroom.
 - To change, teachers need to be challenged but not stressed, receive emotional support, and be coached on content-specific skills.

We cannot move forward with quality improvement if we are not aware of what is actually happening for teachers.

– Bridget Hamre

Hamre concluded by posing some key questions for California:

- How does participating in the QRIS drive changes in teacher practice? Are these changes strong enough to translate into changes for children?
- What supports are in place to raise the quality of those delivering professional development?

County Respondent: Laurel Kloomok, Executive Director, First 5 San Francisco. First 5 San Francisco pushed forward the foundation for quality improvement work many years ago by supporting an evidence-based mental health consultation model in its early education programs. What has evolved over the years is the Pathway to Quality Coaching Collaborative that includes mental health consultation, early education coaching, family support specialists, and inclusion consultants. With a laser focus on equity and social justice, the collaborative is designed to address specific needs in the learning environment deploying consultants based on quality improvement plans. Ten years later, using data from Environmental Rating Scales (ERS) and Classroom Assessment Scoring System® (CLASS®), San Francisco early education programs have exceeded state and national averages.

State Respondent: Sarah Neville-Morgan, Deputy Director, Program Management Division, First 5 California (F5CA). To address the need and the evidence around the importance of teacher-child interactions as a critical component of quality, F5CA has invested in the early learning workforce since 2000 with CARES. Evidence demonstrated instructional support is harder to achieve and harder to improve than other QRIS areas, so F5CA re-focused CARES into CARES Plus by adding teacher effectiveness and requiring participants to participate in CLASS-related professional development. This included more than 300 participants annually engaging in MyTeachingPartner™ (MTP™) to address low instructional support scores even in programs with high ERS scores. At the time of the Summit, First 5 IMPACT was being introduced to better coordinate and implement focused quality improvement efforts across the continuum of early learning sites. First 5 Impact includes a focus on teacher interactions, parent/family engagement, practice-based coursework, and evaluation to inform practice and policy.

National Respondents: Ngozi Onunaku, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, HHS and Deborah Spitz, Education Program Specialist, U.S. Department of Education (ED).

Both Onunaku and Spitz shared information from the National Academy of Sciences report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Among the key recommendations from the report that can help guide California, both emphasized:

- ▶ All teachers need both a bachelor's degree in early childhood or a closely related field and specialized training related to the ages of children served. This includes principals, center and program directors, and family child care providers. Even though a principal is likely to have a graduate degree, most principals do not have the requisite knowledge in early learning and development.
- ▶ The degree in early childhood education or a related field is only part of the equation. Leadership and management competencies also are essential to maintaining program quality and supporting curriculum implementation.

Onunaku suggested the report has implications for California's work at the state and local levels:

- ▶ Improve consistency and continuity across preparation programs for professionals working with children birth to age eight. By strengthening collaboration and communication among professionals

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press, 2015

<http://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>

and systems in early care and education, K–3, health, and social services sectors, educators will be able to learn together about what children need.

- ▶ Support workforce development with coherent funding, oversight, and policies to ensure all professional development activities are coordinated.
- ▶ California’s QRIS model is a statewide framework with regional options. This approach also might be useful to California’s workforce development endeavors.

Spitz encouraged California to focus on what educators need to know and be able to do. Effective professional development supports are aligned with program standards, and core knowledge and competencies; are intentional; and include a career progression based on alignment of incremental steps. Educational leaders need to understand the complexity of early educators’ needs, the importance of quality interactions, and how to reach and meet the needs of diverse populations of children. Collaboration is an important tool to increase knowledge and skills (e.g., learning communities and mentoring for coaches). Technology is another tool that can support professional learning, such as using video to observe or reflect on practice.

Topic 1 Lessons Learned

- ▶ Change takes time and lots of listening. All change is cultural change.
- ▶ Through collaboration, you can leverage the assets, skills, and resources of all partners to do more and serve more.
- ▶ Alignment of goals and approaches is needed at the state level. Alignment at the local level may lead to alignment at the state level.

Topic 1 Recommendations — Supporting Teachers to Support Young Children

- ▶ States and regional areas can improve consistency and continuity for children by strengthening collaboration among professionals as they learn about the needs of children birth to age eight.
- ▶ Strengthen collaboration and communication among all service providers in the early childhood spectrum — health, social services, education, etc.
- ▶ Coordinate all professional development efforts and workforce supports with coherent policies, funding, and oversight.
 - Align professional development competencies and efforts.
 - Include competencies for educational/early childhood leaders.
 - Use technology and other effective delivery methods combined with individual supports.
 - Build on California’s QRIS model, creating policies that can be applied at regional levels or allow regional options that address local circumstances.

Topic 2 — The California Journey: What We Have Learned and What It Means for Quality Improvement Efforts

Early Validation Results for California QRIS: Are We on the Right Road?

Heather Quick, Principal Researcher, American Institutes for Research. A QRIS defines a uniform set of ratings that are graduated by level of quality and are used to assess and improve quality in programs. California's definition of quality vis-à-vis the QRIS is aligned with research. The framework applies a common approach but allows for local options. A validation study assessing whether the QRIS elements are meaningful and differentiate programs is currently underway, as required by the Race to the Top – Early Learning Challenge (RTT–ELC) grant. The study examines the validity of the system and outcomes associated with participation in the system.

Key findings and questions from the study to date include the following:

- ▶ Generally, the quality elements have a research base, with the strongest evidence for teacher-child interactions. Higher QRIS levels are supported by higher overall CLASS[®] and instructional support scores. Instructional support is the domain that is most closely related to children's outcomes and the most difficult domain for teachers to achieve high ratings.
- ▶ Future research will focus on child outcomes, including assessment of predictive validity of the elements and overall ratings, (i.e., how closely ratings align with child outcomes).

California QRIS Core Areas and Elements

CHILD DEVELOPMENT AND SCHOOL READINESS

1. Child Observational Assessments
2. Developmental and Health Screenings

TEACHERS and TEACHING

3. Lead Teacher/Provider Qualifications
4. Teacher-Child Interactions: CLASS[®] Assessments

PROGRAM and ENVIRONMENT — ADMINISTRATION and LEADERSHIP

5. Ratios and Group Size (centers only)
6. Environment Rating Scales

Consortia reported challenges around program quality assessment:

- ▶ Challenge of obtaining trained assessors for the Environment Rating Scales (ERS)
- ▶ Burden to programs of conducting ERS assessments

Programs that had complete ratings were likely to already have funding streams that required quality standards. This may be a factor that influences findings as the data pool becomes more complete. Many programs did not have complete ratings and could not be included in the study. This limited the generalizability of study results. Consortia are in the process of completing ratings on additional

Data systems could be strengthened to better support accountability and further validation work.

– Heather Quick

programs. Including programs with varied funding sources and without quality requirements already in place would broaden the generalizability of the study results. The small number of family child care homes (FCCHs) currently engaged in QRIS also limited the ability to include them fully in analyses. Including FCCHs in greater numbers would support their inclusion in the study findings, as well.

Family Child Care and Quality Improvement Efforts — Susan Savage, Director of Research and Evaluation, Child Care Resource Center

Low-income families, families of color, and families with infants and toddlers tend to choose licensed FCCHs. In FY 2013-14, of the 32,282 children ages 0 to 2 years of age from low-income families served in California's subsidized child care system, 63.2% are in home-based settings (47.8% in licensed FCCHs; 15.8% in Family, Friend, and Neighbor [FFN] care). Quality of care matters for all children and especially for children of families with high needs.

Higher instructional quality in FCCHs can lead to increased school readiness and emotional health and to fewer occurrences of problem behaviors. The value added of FCCHs includes the strength of relationships, ability of care for mixed-age groups, and flexibility. Family child care (FCC) providers can benefit from technical assistance that is relationship-based, built on an improvement plan, intensive, maintained over time, and includes a social component (e.g., FCCH networks and communities of practice).

Family Child Care and Quality Improvement Efforts: Pathways for Engagement — Holli Tonyan, Associate Professor, California State University Northridge and a principal investigator for "Are You In?," a federal Child Care Research Partnership Grant

Dr. Tonyan introduced a new approach to measuring quality: the alignment between children's experiences, opportunities to practice, and expectations about what is important for children's development in the local context. Children's daily activities are where learning takes place. If quality improvement efforts are to impact children's development, they must lead to changes in children's daily activities.

Are you In? California Child Care Policy Research Partnership

<http://www.areyouinpartnership.com/about.html>

Tonyan described how the cultural models, or the mental models that providers have about what is "right" for children, influence the kinds of daily activities providers organize for children. Tonyan's research has identified two cultural models employed by FCC providers:

- ▶ **FCC as love, fun, and togetherness** where providers strive to ensure children experience the love, fun, and togetherness essential to close relationships as a valued goal in and of itself
- ▶ **FCC as experiences that support school-readiness** where providers strive to ensure children are ready for school

Tonyan encouraged quality improvement initiatives to consider which cultural models are incentivized in their programs and to help providers move toward multiple "destinations," including close relationships, school readiness, and maybe others as well. We also need to understand the impact of the FCC provider's working conditions. Common contributors to the complexity of FCCHs include the number and diversity of children, multiple funding streams, types of services offered, and the provider's family factors. The complexity of the provider's environment influences how much she or he can engage in quality

improvement. Some providers thrive on complexity, but others are overwhelmed by it. Tonyan implored policymakers to consider the impact of quality improvement initiatives on the complexity of FCCHs. Many providers have achieved a delicate balance of resources to manage their complexity, and adding to that complexity without adding resources may have unintended negative consequences.

To achieve quality, sustainability represents a third factor to attend to at the provider, program, and system levels. Providers are unlikely to adopt or sustain changes unless they have a sustainable daily routine. For the FCC provider, sustainability is evident in a daily routine that provides personal meaning, is predictable and stable, balances the needs of stakeholders (children in care, children's families, the provider's own family, and program assistants), and fits with the available resources. Does the provider have the resources to run the program as she or he wants it to be run?

County Respondents: Kathleen Guerrero, Executive Director, First 5 El Dorado and Lani Schiff-Ross, Executive Director, First 5 San Joaquin. Quality improvement strategies that are needs-driven are best implemented through key service delivery elements. Services should be:

- ▶ Described and prioritized in a **quality improvement plan** based on site or individual needs
- ▶ Provided through a **mentor/coach** who can build a relationship and develop trust
- ▶ Offered flexibly with a priority to **support providers on-site** while incorporating other options
- ▶ Designed to support successful **curriculum implementation** with both providers and children learning while supporting child outcomes
- ▶ Administered through **integrated funding** for mentors, incentives, and professional development activities

El Dorado County funded a local Quality Improvement System (QIS) using several simple strategies. They recruit highly-skilled mentors, trained in ERS and CLASS® assessments, to provide personalized support with a focus on continuous quality improvement. Site Improvement Plans and Individual Education Plans set and monitor progress toward targeted goals. They use approaches such as the Center for the Social-Emotional Foundations of Early Learning model to address behavior management issues identified in the plans. Finally, they leverage external funding for the rating process, assessors, and incentives.

In **San Joaquin County**, the priority was to focus on FCCHs by conducting parent and community outreach. That outreach has been successful when there is capacity to recruit and rate providers within a reasonable timeline, although there still can be challenges in reaching culturally diverse populations. They found success through local collaboration, blended funding, and a common vision for all early childhood education (ECE) providers. Collaboration is key to developing a system that is universal, uses a single point of entry, and promotes equity across all licensed early learning settings. Success is built on those collaborative relationships, transparent communication, buy-in, and engagement.

Some examples of local collaborations that have been successful include:

- ▶ Working with public librarians to conduct outreach activities
- ▶ Coordinating activities through the Local Child Care Planning Council
- ▶ Consolidating funding streams to sustain quality efforts when funding ends and begins
- ▶ Leveraging collaborative partners' work by jointly signing off on grant applications

- ▶ Investing in mentors who can work in various settings or with multiple initiatives to realize program-level cost savings.

State Respondent: Cecelia Fisher-Dahms, Quality Improvement Office Administrator, Early Education and Support Division, California Department of Education. When California went from 15 to 7 Pathways elements, it was a difficult decision, especially coupled with the difficulty in rating across five levels. Our decision was to go with the “few and mighty.” The validation study is providing evidence that the seven elements do distinguish unique elements of quality. In addition, there may be a better way to support quality than a rating system (i.e., emphasize the “I” [improvement]).

One ongoing challenge is to secure a cadre of viable ERS assessors. We have a lot of experience doing ratings but have lacked inter-rater reliability. The validation study will inform this as well.

And finally, are we getting at cultural models that help us understand how we can best support FCC in providing services to families? We need to work synergistically with FCC, coordinating efforts, working together across the multiple systems to make quality improvement efforts more efficient.

National Respondents: Ngozi Onunaku, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, HHS and Deborah Spitz, Education Program Specialist, ED. According to Deborah Spitz, 20 states are now engaged in various stages of RTT–ELC validation studies. The QRIS frameworks and the validation plans are all very different. Preliminary validation reports are now available and final reports will be available closer to 2016. California and other states are in the fourth year of implementation and are seeing increases in quality ratings. ED is very excited to learn what the validation studies will tell us about the QRIS and child outcomes. An item being reviewed is the number of components and indicators, so California’s discovery about the “few and powerful” is an important lesson to note. A study also is being conducted across nine states to describe how QRISs are working in relationship to improved child outcomes.

Ngozi Onunaku commented that FCC is a very important part of the quality discussion. ED and HHS are encouraging states to move quality improvement beyond “rating.” Some states are working on FCC credentials, professional development with peer learning opportunities, and financial incentives that foster quality improvement.

Topic 2 Lessons Learned

- ▶ While difficult, it is important to establish local consortia prior to funding announcements. The consortium must then establish policies and procedures for decision-making, meeting reporting requirements, and maintaining sustainability.
- ▶ It can be challenging to build an assessor management system for rating participating sites and meet grant funding timelines.
- ▶ It is challenging to secure adequate public funding for rating processes in the QRIS, as this is the most expensive aspect of implementation.
- ▶ You have to look for creative opportunities to address unique local needs within grant funding requirements.

Topic 2 Recommendations — Applying What We Are Learning to Quality Improvement Efforts

- ▶ Align and coordinate technical assistance to reduce the number of people coming into the FCC home; build on the model of “super coaches” who can coach on all models.
- ▶ Leverage organizations with existing positive relationships.
- ▶ Use online professional development approaches and others, especially in rural areas; provide financial supports to access courses.
- ▶ Fund ongoing quality-improvement stipends, address income, and increase subsidy rate.

Topic 3 — County Roads to Quality: Where Are the Intersections and What Are the Infrastructure Needs?

Celia C. Ayala, Ph. D., Chief Executive Officer, Los Angeles Universal Preschool; Kimberly Gallo, Executive Director and Gloria Corral, Assistant Director, First 5 San Diego; Lupe Jaime, Director, Early Care and Education, Fresno County Office of Education; Hannah Norman, Senior Program Officer, First 5 Fresno; and Jolene Smith, Executive Director, First 5 Santa Clara. Four counties shared stories of effective approaches to quality that can be replicated at regional and statewide levels. Woven throughout the county and consortia stories, underlying themes emerged about what it takes to develop, improve, and sustain quality early childhood services.

LAUP has built their quality efforts upon an original vision that has evolved based on new research, new funding, and collaborative opportunities. School readiness has always been the goal, starting with four-year-olds, then expanding to add three-year-olds, and now including infants and toddlers. LAUP has collected data since inception and is able to compare the child outcomes of LAUP preschoolers

Key Messages from the Counties and Regional Consortia

- ▶ **Leverage resources through collaboration.**
 - Build on the foundation of current and past efforts and investments.
 - Build and maintain strong partnerships with key partners through honest conversations and trusting relationships; debate and reach consensus.
 - Talk to other counties to share ideas, problem solve, and take note of lessons learned.
 - Engage with partners via the workforce consortium advisory committee.
 - Simplify and streamline through a unified statewide QRIS with regional variants.
- ▶ **Use data to support quality.**
 - Create a single data system and common data elements to tell the story for policy makers.
 - Only collect the data you need and use it to drive decisions.
 - Engage in cycles of inquiry. Who is doing this well? Can we generalize from this to all?
 - Ask directors to evaluate and react to their site data and use it for improvement.

with children in other programs (e.g., Head Start, Early Head Start). LAUP formed a partnership with the LA County Office of Education and has supported a local workforce consortium. They are working now to fold the two QRIS efforts in LA County (the other operated by the County Office of Child Care) into one system.

San Diego County found QI requires expensive infrastructure investments and making changes to practice over time. QI necessitates changing policy and investments based on reliable data. They incorporated best practices (universal screening and referral, reflective coaching, leadership development) and worked to bridge early childhood education and the K–12 system. They are trying to align efforts and establish a common language among child care resource and referral agencies, and school administrators.

Fresno County partners have taken a “scenic route” to where they are today. They have applied lessons learned throughout the process, found a way to work collaboratively, and no longer work in isolation. They stay focused on a collaborative conversation, “school readiness begins at birth,” and maximize available resources. Building the infrastructure and operating it at the same time is challenging.

Santa Clara and the **Bay Area Consortium** have stayed together as partners through a common vision, common challenges, and common recommendations. They have successfully implemented **Educare** in Santa Clara County. They brought higher education to the table and found that higher education representatives were eager to participate and figure out how to contribute. They also found that it is expensive to measure quality and to provide the training and technical assistance infrastructure needed to support early educators. Effective collaboration requires a “thought partnership,” which may need facilitation to reach consensus. In the end, regional partnerships can result in efficiencies and capacity building through resource sharing by program leaders and those delivering services.

► **Use data to support quality. (continued)**

- Make data/evaluation accessible, immediate and transparent.
- Investigate at a deeper level the data elements that lead to improved third grade scores. Switch focus from outputs to outcomes.

► **Support the workforce.**

- Workforce supports can easily consume all local resources. Commit state funds and policy leadership to workforce supports.
- Provide supports to institutions of higher education so they in turn can support quality improvement efforts.
- Address the full continuum of the workforce, from entry level to administrators and leaders.
- Higher education leadership at the state level should be engaged in developing strategic goals and to consider the impact of actions such as cutting child development lab schools.
- Create a coaching consortium. Work with current coaches and train them for additional models/ approaches so that coaches can build on current relationships and staff receive more consistent guidance. This will also reduce the number of people coming in and out of programs.

► **Engage and support families.**

- Inform parents and the public about the value of high-quality programs.
- Provide continuity for families across time and across the ages of their children. Families often cross counties for work and education. Engage in collaboration to create seamless experiences for children and families.

Topic 3 Lessons Learned

- ▶ California has a strong history and commitment to quality across all types of programs serving children from birth through school-entry and beyond.
- ▶ Reliable, accessible data drives decision making and informs investments.
- ▶ Strong partnerships across agencies, counties, and funders are a key to success.
- ▶ Infrastructure and models to support quality improvement efforts, including governance structures, higher education, and evaluation systems continue to be a need.

Topic 3 Recommendations — Identify and Build the Infrastructure

- ▶ Cost models for quality that include higher education, technical assistance, professional development, data systems, screening costs, and administration are far greater than current rates and investments provide. Increase funding for these crucial infrastructure elements.
- ▶ Funding the infrastructure to build and maintain quality improvement systems and provide the ongoing investments needed to sustain them is a burden for local entities. The state needs to take the lead role in funding the infrastructure, which is now being supported locally.
- ▶ The state needs to provide a common data collection system to drive decisions and inform policy.
- ▶ Counties and regional consortia need a governance structure, driven by a commitment to an agreed set of quality standards, apply for funding, track data, and coordinate technical assistance and other activities.
- ▶ Collectively agree on successful and efficient regional approaches and replicate them.



Topic 4 — Creating a Roadmap for Quality: How We Can Shorten That Long Road

Kathryn Tout, Co-Director for Early Childhood Development and Senior Research Scientist, Child Trends. Kathryn Tout presented findings from *A Blueprint for Early Care and Education Quality Improvement Initiatives*. The Blueprint identifies best practices for successful QRIS initiatives based on evidence found in existing research and the viewpoints of national

A Blueprint for Early Care and Education Quality Improvement Initiatives

<http://www.childtrends.org/?publications=a-blueprint-for-early-care-and-education-quality-improvement-initiatives-final-report>

experts. There are two key anchor points of the Blueprint: 1) Quality initiatives are intended to promote program quality and effective teaching that support children’s optimal development. 2) Quality initiatives must be connected to the larger early care and education system and be adequately funded. Along with the two anchor points, there are three sets of practices: foundational elements, implementation efforts, and improvement activities. Certain practices have been grouped under each element, but they are not intended to be rigid distinctions.

Foundational Elements: Set clear and specific goals, use a specific model for technical assistance, provide incentives for participation, and focus on building leadership capacity in programs. Acknowledge the importance of organizational and management skills in attaining and sustaining early childhood program quality. Embed activities to support the director/FCC provider as a change agent. Provide coaching and a professional learning community.

Implementation Elements: Select technical assistance staff with intention, provide orientation and ongoing training for technical assistance staff, provide technical assistance manuals and data for feedback, provide reflective supervision, implement a data system, conduct an evaluation, and support leadership capacity. Experienced technical assistance staff may build trusting relationships but still need support when incorporating new coaching tools or content.

Quality Improvement Activities: Use strategies that match the needs of programs and individuals; use readiness assessments for teachers, directors, and FCC providers; offer individualized supports; link technical assistance to formal coursework to increase effective practice; support continuous quality improvement; provide appropriate dosage and intensity of services matched to readiness assessments.

Tout reiterated a theme heard in several Summit presentations:

- ▶ Building a common vision requires convening partners and creating a governance structure.
- ▶ Develop a theory of change that specifies the key activities, roles, and relationships that are intended to support quality improvements.
- ▶ Use the dimensions of the Blueprint to reflect on your system to see what pieces might be missing.
- ▶ Establish strong implementation supports to ensure that quality improvement activities occur as planned.
- ▶ Collect data to monitor implementation and evaluate progress.
- ▶ Reflect on the findings with partners and staff. Be willing to modify or drop some components. Are programs improving as we expected? Do we need to shift our focus?

If it were easy and cheap, it would already be happening.

– County Respondent

Building a theory of change and collecting data to track process and outcomes can help all partners understand how the activities in the QI initiative are working to improve program quality and, ultimately, to support child development.

County Respondent: Natalie Woods Andrews, Director, School Readiness Department, Sacramento County Office of Education. Following the *Blueprint* framework, Natalie illustrated how

the work in Sacramento reflects the *Blueprint* elements. **Foundational Elements** of the Sacramento program:

- ▶ Starting with a key stakeholder group (Resource & Referral, parents, Head Start, schools, private providers), a steering committee and local consortium identified clear goals.
- ▶ The county expanded the existing Preschool Bridging model. The QRIS helped to identify areas of focus, bringing the initiatives together while maintaining the mixed delivery system.
- ▶ The county provided incentives focused on sustainability and capacity building (professional development and college coursework).

Based on the *Blueprint*, Sacramento addressed the following **Implementation Efforts**:

- ▶ The county intentionally selected and hired staff with specific yet diverse ECE experiences and expertise (CLASS[®], ERS, Ages & Stages Questionnaire[®], Desired Results Developmental Profile[®]).
- ▶ The county developed Quality Improvement Plans with 210 participating sites based on Quality Continuum Framework Elements.
- ▶ The approach incorporated coaching, on-site technical assistance, and reflective supervision.
- ▶ Implementation was informed by data collected in Excel and Mosaic Data Systems.
- ▶ The county participated in statewide evaluation efforts.

County Respondent: Petra Puls, Director of Program and Evaluation, First 5 Ventura County

Petra Puls shared these issues as “still learning and looking for support from the state:”

- ▶ What is the appropriate technical assistance dosage?
- ▶ What are adequate incentives and financial supports?
- ▶ How do we address sustainability?
- ▶ What is the current and projected need for bachelor’s degrees?
- ▶ Do we focus on targeted or universal approaches?
- ▶ How do we get the biggest bang for our buck?

...take time to celebrate and recognize how far the state has come with its QRIS.

– Abby Cohen

State Respondent: Debra McMannis, Director, Early Education and Support Division (EESD), California Department of Education (CDE). Debra McMannis pointed out that leadership at state, regional, and local levels must work together both top-down and bottom-up. She applauded the regional consortia as successful models of collaboration. Leadership is needed at both the state and local levels. How does it work when there is strong leadership at all levels?

CDE has made investments in quality efforts and will continue to support efforts to figure out how to support local collaboration and braid multiple funding streams to follow the road to quality. CDE can help identify the road blocks to collaboration and consider what the state can do to remove them. Local efforts are helping CDE have a better understanding of the possibilities for regional level implementation and variation within a statewide common vision.

Federal Respondent: Abby Cohen, Region IX Office of child Care, Regional Program Manager, Administration of Children and Families, HHS.

Abby Cohen reminded California to take time to celebrate and recognize how far the state has come with its QRIS. She recommended using the *Blueprint* to evaluate the state's QRIS and consider how the Child Care Development Fund (CCDF) reauthorization can support moving forward. Finding ways to engage parents in the quality program is an important focus for the Administration of Children and Families (ACF). Child care is no longer viewed as simply a work support. The subsidy system must support quality ECE programming. Consider how CCDF dollars can support the infrastructure needed to sustain the system. The new CCDF state plan will ask states to lay out a holistic early childhood education system that supports quality; subsidy and quality should not be considered separate silos. Those working on quality should concern themselves with subsidy, and those working on subsidy should concern themselves with quality.

Mike Olenick of Child Care Resource Center Los Angeles/San Bernardino reminded the attendees to build a system that ensures a path to quality for FFN providers, both licensed and license-exempt. They are important resources to many families and an important part of the system.

Topic 4 Lessons Learned

- ▶ Strong partnerships and a shared vision between county, regional, and state levels are essential.
- ▶ A clear path and common language create a sense of common journey — “carpooling instead of driving solo.” Once consensus is reached on the shared vision, do not second-guess it. Revisit it periodically, but move forward with the shared vision.
- ▶ Develop a system of ongoing communication, collaboration, and coordination.
- ▶ Build consensus and honor agreements.
- ▶ Realize that it takes time to build quality systems.
- ▶ Develop shared messages.

Topic 4 Recommendations — Mapping Actions to Quality Outcomes

- ▶ Build management and organizational skills to attain and sustain ECE quality.
- ▶ Layer multiple funding streams to follow the road to quality.
- ▶ Build a statewide system that allows regional-level variations in implementation.
- ▶ Engage parents in quality improvement.
- ▶ Research how CCDF dollars in the next application cycle can support the infrastructure needed to sustain the state's system.
- ▶ Support a path to quality for all settings, including FFN providers.

New Directions in Quality Improvement: Where Do We Go From Here? Peter Mangione, Co-Director, Center for Child and Family Studies, WestEd

Peter Mangione linked California and U.S. efforts to build ECE quality to an international interest in

quality. Globally, quality is defined as relationship-based services, “inter-sector collaboration,” responsive interactions, and family engagement. Assessment and data are important, along with program quality, child development, and access to quality services for children and families. Aggregated data can reveal whether or not children are developing well. Adults, especially teachers, need to understand each child’s learning style, and connect to it in teaching activities. They need to be skilled observers of children’s learning and development, self-reflective, and engaged in reflective practice.

Debra McMannis highlighted the focus on using policy levers to move quality in the same direction. For the EESD, the CCDF State Plan gives direction, as does the California Comprehensive Early Learning Plan. There is a need for one system in California, woven of many pieces and aligned to where we want to go. The QRIS is a framework for quality in California; a common policy driver we can use both to improve programs and to educate policymakers.

Camille Maben summed up the day’s discussion by focusing on how work at the state level can support work at the local level. She identified alignment as a strong theme and big message from the day, and pledged:

- ▶ First 5 CA supports alignment at all levels.
- ▶ First 5 CA will strive to increase and align state investments to support local efforts.
- ▶ First 5 CA is committed to working with CDE through funding opportunities, Block Grants, and First 5 IMPACT.
- ▶ First 5 CA will foster alignment of early childhood with K–12 partners as part of the education and development continuum.
- ▶ First 5 CA is committed to partnering with the CDE, California Department of Social Services, and other state agencies toward a common goal of thriving children and families.

SUMMARY

Throughout the day, underlying themes emerged across the topics, the presenters, respondents, and the participants. The three broad categories are: what works, contextual considerations, and system needs.

- ▶ What works:
 - Setting specific goals; creating logic models.
 - Targeted technical assistance by well-qualified and highly supported technical assistance specialists and coaches.

“When it comes to quality, we are never really there. We are always learning more from brain and other research. As soon as we know better, we have to do better. Our common understanding of what quality is can be changed to reflect current or new research.”

– Debra McMannis



- Focusing on leadership of program managers and administrators, including in family child care.
- Building and sustaining partnerships around a common vision; linking to K–12 systems.
- ▶ Contextual considerations:
 - Unique motivation of family child care providers.
 - Variation in county populations demands variation in models.
 - Accept that counties are in different starting places along the continuum of quality; work to move all forward on a common path.
- ▶ Systems needs:
 - A coordinated data system with defined data elements and common data definitions.
 - A coordinated technical assistance system supported at the state level by standards/qualifications, ongoing professional development opportunities, and skilled supervisors who are linked to the professional development system.
 - Evaluation to identify results and inform investments.
 - Funding support to build infrastructure.

Is It Working?

We get committed to a path of action or a complex solution — we need to ask ourselves whether it is working. What can we get rid of and [when do we] start over?

– Kathryn Tout

FIVE KEY THEMES

- ▶ A common vision, data-informed goals, and evaluation provide the blueprint for quality improvement.
- ▶ Partnerships and collaboration are essential to effective, efficient, consistent, scalable, and sustainable quality improvement efforts.
- ▶ The knowledge and skills of the early childhood workforce are critical to attaining and sustaining effective practices that foster positive child outcomes.
- ▶ Infrastructure is the vehicle by which quality improvements are implemented and is the most costly element of quality improvement systems.
- ▶ Comprehensive services, developmental screenings, and attention to culture are essential elements of quality improvement efforts.

POLICY RECOMMENDATIONS

The key themes and comments from presenters and participants led to the following policy recommendations that would encourage consistent and continuous quality improvement in programs serving young children across the state of California.

Ensure accountability to a common vision through coordination of data collection and evaluation systems among state, regional, and local efforts. Provide leadership, training, and technical assistance to achieve:

- ▶ A common set of data elements used across programs and the state.
- ▶ A shared and agreed-upon plan for evaluation.

- ▶ A uniform research agenda to answer the question — “How much of what works, for whom, and under what conditions?”— while allowing for local variation.
- ▶ Achieve program monitor and assessor consistency and reliability on standard measures of quality as defined by the QRIS.

Enhance and align standards among early care and education programs and between national, state, regional, and local efforts so that all policy levers are moving programs in the same direction.

- ▶ Build on licensing as the foundation of the system.
- ▶ Merge “subsidy” and “quality” into the same “lane” to create a unified policy lever.

Develop a strong workforce to drive continuous quality improvement.

- ▶ Have a unified vision of “qualified” professionals statewide.
- ▶ Fund regional training and technical assistance hubs that support this vision.
- ▶ Support expanded coaching and other resources offered through higher education teacher preparation programs.
- ▶ Focus on training the trainers, coaches, and monitors.
- ▶ Integrate funding for mentors, incentives, and professional development activities.
- ▶ Engage higher education leadership in determining how to support QI efforts.

Finance strategically to build infrastructure, especially in support of workforce development, to ensure accountability and increase coordination of services.

- ▶ Make sustained investments in infrastructure.
- ▶ Provide funding for implementation of the rating system.
- ▶ Acknowledge the “I” (improvement) in QRIS — support incremental improvement.
- ▶ Use funding opportunities for leverage. Make state investments to support local efforts.
- ▶ Devote public funds to high-quality programs that support early learning and child outcomes, effective teacher practices, and family engagement.

Take a comprehensive approach to quality improvement efforts by incorporating physical and mental health services, family engagement, and family support.

- ▶ Strengthen connections between systems that touch children and families (e.g., early care and education, developmental screening, and family strengthening).
- ▶ Engage all related state agencies in development and implementation of a shared policy agenda in which each agency takes an active role in supporting optimal child development and school readiness.

Ensure diverse representation of programs and providers participating in quality improvement efforts.

- ▶ Tailor measures of family child care home quality to align with the most recent research base.
- ▶ Target recruitment of programs/providers serving high-needs populations into quality initiatives by using culturally responsive strategies.

APPENDICES

1. First 5 California Policy Summit Meeting Agenda
2. First 5 California Policy Summit Presenter Biographies
3. First 5 California Policy Summit Presentation
 - a. Presenter Resources:
 - i. California Child Care Research Partnership: Are You In? Family Child Care Providers' Experiences in Quality Improvement Initiatives
 - ii. First 5 Bay Area — Race to the Top Early Learning Challenge: The Bay Area Regional QRIS
 - iii. *A Blueprint for Early Care and Education Quality Improvement Initiatives*: Executive Summary, March 2015 Child Trends
4. Additional Handouts
 - a. Fact Sheet Improving Young Children's Success: California's Race to the Top-Early Learning Challenge
 - b. California's Race to the Top — Early Learning Challenge (RTT-ELC) Continuous Quality Improvement Pathways, Core Tools & Resources
 - c. California's 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.

POLICY SUMMIT

APRIL 21, 2015

Meeting Agenda

Sacramento, California

Holiday Inn Sacramento – Capitol Plaza • Fresno/El Dorado/Diablo Rooms

8:30 – 9:30 a.m.

Registration and Continental Breakfast

9:30 – 10:00 a.m.

Welcome and Setting the Stage

Camille Maben, Executive Director, First 5 California

Participating through video conference:

Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services

10:00 – 11:00 a.m.

The Long Road from Quality Improvement to Children's Development and Learning: What the Latest Science Tells Us About How to Support Teachers to Support Young Children

Bridget Hamre, Research Associate Professor and Associate Director of the Center for the Advanced Study of Teaching and Learning, University of Virginia

County Respondent: Laurel Kloomok, Executive Director, First 5 San Francisco

State Respondent: Sarah Neville-Morgan, Deputy Director, Program Management Division, First 5 California

Participating through video conference:

National Respondents: Deborah Spitz, Education Program Specialist, Office of Early Learning at U.S. Department of Education; Ngozi Onunaku, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, U.S. Department of Health and Human Services

11:00 a.m. – 12:30 p.m.

The California Journey: What We Are Learning and What It Means for Quality Improvement Efforts

- Are We On the Right Road? Early Validation Results for California's Quality Rating and Improvement System (QRIS)

Heather Quick, Principal Researcher, American Institutes for Research

- Family Child Care and Quality Improvement Efforts: Pathways for Engagement

Susan Savage, Director of Research and Evaluation, Child Care Resource Center and Holli Tonyan, Associate Professor, California State University Northridge

County Respondents: Kathleen Guerrero, Executive Director, First 5 El Dorado and Lani Schiff-Ross, Executive Director, First 5 San Joaquin

State Respondent: Cecelia Fisher-Dahms, Quality Improvement Office Administrator, Early Education and Support Division, California Department of Education

Participating through video conference:

National Respondents: Deborah Spitz, Education Program Specialist, Office of Early Learning at U.S. Department of Education; Ngozi Onunaku, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, U.S. Department of Health and Human Services

POLICY SUMMIT

APRIL 21, 2015

Meeting Agenda (Continued)

12:30 – 1:30 p.m. Lunch

1:30 – 2:45 p.m. **County Roads to Quality: Where Are the Intersections and What Are the Infrastructure Needs?**

Facilitator: **Michelle Thomas**, Technical Assistance Specialist, Race to the Top–Early Learning Challenge Technical Assistance Consortium

Panelists:

Celia C. Ayala, Ph.D., Chief Executive Officer, LAUP

Kimberly Gallo, Executive Director, First 5 San Diego

Gloria Corral, Assistant Director, First 5 San Diego

Lupe Jaime, Director, Early Care and Education, Fresno County Office of Education

Hannah Norman, Senior Program Officer for Early Learning, First 5 Fresno

Jolene Smith, Executive Director, First 5 Santa Clara

2:45 – 3:15 p.m. Break and Light Refreshments

3:15 – 4:30 p.m. **Creating a Map for Quality: Straightening the Winding Road**

Kathryn Tout, Co-Director for Early Childhood Development and Senior Research Scientist, Child Trends

County Respondents: **Natalie Woods Andrews**, Director, School Readiness Department, Sacramento County Office of Education; **Petra Puls**, Director of Program and Evaluation, First 5 Ventura County

State Respondent: **Debra McMannis**, Director, Early Education and Support Division, California Department of Education

National Respondent: **Abby Cohen**, Region IX Office of Child Care, Regional Program Manager, Administration for Children and Families, U.S. Department of Health and Human Services

4:30 – 5:00 p.m. **New Directions in Quality: Where Do We Go From Here?**

Camille Maben, Executive Director, First 5 California

Debra McMannis, Director, Early Education and Support Division, California Department of Education

Policy Summit PRESENTERS

Bridget Hamre

Associate Research Professor and Associate Director
Center for Advanced Study of Teaching and Learning (CASTL)
Curry School of Education, University of Virginia

Bridget Hamre, Ph.D. is an Associate Research Professor and Associate Director of the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL). Dr. Hamre's areas of expertise include student-teacher relationships and classroom processes that promote positive academic and social development for young children. She has authored numerous peer-reviewed manuscripts on these topics. This work documents the ways in which early teacher-child relationships and teachers' social and instructional interactions with children support children's development and learning and may help close the achievement gap for students at risk of school failure.

With Drs. Robert Pianta and Karen La Paro, Dr. Hamre authored an observational measure for classrooms called the Classroom Assessment Scoring System® (CLASS®). She leads efforts to use the CLASS as an assessment and professional development tool in early childhood and other educational settings. Most recently, Dr. Hamre has engaged in the development and testing of interventions designed to improve the quality of teachers' interactions with students— including MyTeachingPartner™ and coursework (traditional and online). Dr. Hamre received her bachelor's degree from the University of California, Berkeley and her master's and doctorate in clinical and school psychology from the University of Virginia.

Camille Maben

Executive Director
First 5 California

Camille Maben has been serving as Executive Director of First 5 California since December 2012. Under her leadership, First 5 California is successfully implementing statewide, evidence-based programs to improve the quality of early education and care for families with children ages 0 to 5. Camille brings a wealth of knowledge to the field of child development. Prior to her work at First 5 California, she worked in various capacities for more than 16 years at the California Department of Education (CDE). She most recently served as the Director of the Child Development Division where she co-chaired the State Advisory Council on Early Learning and Care, and where she also helped win and implement the federal Race to the Top—Early Learning Challenge Grant. Prior to her work at the CDE, Camille served as Chief of Staff at the Office of the Secretary of Education. In this capacity she was appointed to represent the Secretary and Governor on their education policy agenda. Camille also has worked in the Assembly, serving as a Consultant to the Education Committee. Camille has served on the Rocklin Unified School District Board of Trustees for over 20 years.

Debra McMannis

Early Education and Support Division Director
California Department of Education

Debra McMannis brings 25 years of experience in the field of Early Education in the private and public sectors. Prior to joining the California Department of Education, she worked as a teacher and administrator at the San Juan Unified School District implementing state and federal early learning programs. She holds an undergraduate degree in Human Development from Pacific Oaks College in Pasadena. She also holds a Program Director permit, teaching credential, and administrative credential.

Policy Summit **PRESENTERS**

Heather Quick

Principal Research Scientist, Education Program
American Institutes for Research (AIR)

Heather Quick, a principal research scientist in AIR's Education Program, has more than 15 years of experience leading research and evaluation studies of early care and education program quality, school readiness, family engagement, and teacher professional development. Dr. Quick is currently the principal investigator of a statewide impact study of California's Transitional Kindergarten program, the first year of a two-year kindergarten program providing a developmentally appropriate curriculum for children with fall birthdays who would otherwise enter kindergarten prior to turning five. Using a quasi-experimental design, the study is assessing the quality of the program and its impacts on children, and is identifying elements that best support children's learning and development. Dr. Quick also is leading a Race to the Top – Early Learning Challenge grant-funded evaluation of California's Quality Rating and Improvement System. The study is a collaborative effort among four research organizations and, under Dr. Quick's direction, examines a range of research questions related to the implementation, validation, and outcomes associated with the system.

Dr. Quick also has expertise in family literacy and family engagement and has conducted evaluations of programs designed to serve the early learning needs of children birth to five and enhance the language, literacy, and parenting skills of their parents. For a series of early learning and family engagement studies conducted for First 5 Los Angeles, she led the analysis of child outcomes data collected through direct assessments, teacher reports, and district student record files to examine pre-kindergarten outcomes for children participating in the initiatives, as well as long-term outcomes for children in kindergarten through grade five.

Additionally, Dr. Quick has led studies of early mathematics learning and teacher professional development initiatives and has significant experience in both quantitative and qualitative data collection methods and analysis.

Shannon Rudisill

Associate Deputy Assistant
Secretary for Early Childhood Development

Shannon Rudisill is the Associate Deputy Assistant Secretary for Early Childhood Development. Rudisill previously was the Director of the Office of Child Care (OCC, formerly the Child Care Bureau [CCB]), where she focused on raising the bar on quality in child care across the country, particularly for low-income children. From 2000 to 2007, Rudisill served as director of the Division of Technical Assistance at the CCB. As Technical Assistance Director, she initiated new projects in the areas of infant and toddler care, the social and emotional development of young children, and school readiness. In addition, she built bridges between these early childhood programs and programs at the U.S. Department of Education. Prior to that, she was Special Assistant to Administration of Children and Families Assistant Secretary Olivia Golden and worked extensively on the Clinton Administration's child care initiative.

During her tenure as OCC director, Rudisill promoted child care policies and practices that are child-focused, family-friendly and fair to providers. Her accomplishments include putting forward a reform agenda for reauthorization, overhauling the state, territory and tribal child care planning process, and restructuring the OCC TA network. This work has resulted in a Child Care and Development Fund program concentrated on improving health and safety in child care programs, strong professional development and workforce initiatives, quality rating and improvement systems that set standards of excellence for child care providers, and a subsidy system that balances the importance of program integrity with child care access for vulnerable families. Rudisill also works closely with the Department of Education to build a high-quality, integrated early learning system through the Race to the Top–Early Learning Challenge. She is a graduate of Duke University and has a Master of social work degree from the George Warren Brown School of Social Work at Washington University in St. Louis.

Policy Summit PRESENTERS

Susan Savage

Research Director
Child Care Resource Center

Under the leadership of Dr. Susan Savage, her evaluation team has earned an excellent reputation for its work serving the program development and evaluation needs of agencies throughout the state of California. She has led program evaluations across a diverse set of topics, including child development and school readiness, impact of child care subsidies, workforce development and quality improvement, obesity prevention, and disaster preparedness and pandemic awareness. She has extensive experience in contract monitoring and agency self-evaluation for federal, state, and county contracts. In the last 13 years, she has worked as part of a grant-writing team to successfully garner over \$15,000,000. She is skilled in directing evaluation projects that include both quantitative (i.e., survey) and qualitative (i.e., interviews, focus groups) methods. In the area of social policy, Dr. Savage directs data collection to produce policy statements and papers that are brought to Sacramento and Washington, D.C. to help our legislators make informed policy decisions. She is also experienced at developing web-based databases for tracking data from multiple locations across a large area and is now working to create a mechanism for linking child care data with other service data. Dr. Savage holds a Ph.D. in Developmental Psychology with a minor in Quantitative Methods from the University of California, Riverside and a Bachelor's of Arts in Psychology from the University of California, Los Angeles.

Holli Tonyan

Associate Professor of Psychology
California State University, Northridge

Holli A. Tonyan started her career in an infant/toddler room during college and soon began researching child care. She is currently an Associate Professor of Psychology at California State University, Northridge where she teaches developmental psychology and researches early social and emotional development as well as the cultural organization of nonparental child care settings. She was previously a lecturer in early childhood education at Monash University and a Postdoctoral Fellow at the University of California, Santa Cruz. She has also been a family child care "consumer" with two children who spent their early years in a family child care home.

Kathryn Tout

Co-Director of Early Childhood Research
Child Trends

Kathryn Tout has 15 years of experience in the design and implementation of research and evaluations related to the quality of early care and education, policy and programs to improve early care and education quality, professional development for early childhood educators, predictors of early care and education selection, early childhood development, best practices in early care and education, and child and family outcomes. She bridges work at the state and national levels by directing projects from Child Trends' Minnesota office while collaborating with colleagues in Child Trends' Bethesda, MD office.

Kathryn co-directs Child Trends' Child Care and Early Education Policy and Research Analysis and Technical Expertise contract with the Office of Planning, Research and Evaluation (OPRE) in the U.S. Department of Health and Human Services. Under this contract, Kathryn directs the Quality Initiatives Research and Evaluation Consortium (INQUIRE) which brings together researchers, policymakers, and practitioners to identify critical issues in the field of quality improvement and develops guidance and tools on best practices and evaluation strategies. She was a co-principal investigator on the Child Care Quality Rating and Improvement System (QRIS) Assessment project. In Minnesota, she is the Project Director for multiple evaluations, including

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an evaluation of the statewide rollout of Parent Aware, a five-year evaluation of the professional development system for early care and education and school-age care, and a four-year evaluation of a child care accreditation facilitation project. In addition, she is the principal investigator for a study of child care choices among low-income families and a co-principal investigator for a child care research partnership in Minnesota and Maryland to understand child care decision-making, continuity, and quality from parents' perspectives. Dr. Tout also directed a process evaluation of the Kentucky STARS for KIDS NOW Quality Rating and Improvement Systems (QRIS). In each of the states Kathryn works with, she has developed strong, collaborative relationships with Child Care and Development Fund administrators to discuss implications for QRIS design and revision. Kathryn and colleagues also completed a literature review on coaching/consultation and an in-depth multi-case study examining quality improvement strategies used in four QRIS. Findings from the analysis were shared directly with the participants through a series of webinars.

Kathryn has written literature reviews on topics related to qualifications and quality of the early childhood workforce, the effectiveness of professional development strategies, and promising models of coaching and consultation in early childhood. She recently co-edited a volume for Brookes Publishing in 2011 titled *Quality Measurement in Early Childhood*. She has collaborated with colleagues on the development of conceptual models on topics, including QRIS, early childhood professional development, and child care decision-making. She has directed data collection efforts that include telephone surveys, in-depth interviews, focus groups, observations, and direct child assessments. She conducts both quantitative and qualitative analyses and has directed studies using multi-case study methods. Kathryn has been an invited speaker to a variety of conferences for researchers, policymakers, and practitioners.

{ADDITIONAL SPEAKERS}

Natalie Woods Andrews, Ed.D.

School Readiness Director
Sacramento County Office of Education

Dr. Natalie Woods Andrews is a credentialed administrator and teacher with over 25 years of experience in educational leadership, early education, and public school and university instruction. She currently serves as the School Readiness Director at the Sacramento County Office of Education and is Co-Director of the California Preschool Instructional Network. In these roles, she provides leadership to develop and expand professional development opportunities and statewide resources for preschool and transitional kindergarten administrators and teachers. She administers numerous local and state initiatives and programs that include Sacramento County's Preschool Bridging Model and Early Head Start-Child Care Partnership to enhance the quality of private center-based and family child care programs, and the federally funded Race to the Top—Early Learning Challenge grant to implement a local Quality Rating and Improvement System (QRIS). Dr. Woods Andrews has successfully secured a variety of grants at the federal, state, and local levels to expand and enhance comprehensive services for children and their families. She has held a number of leadership positions, including principal for Title I elementary schools in the Fairfield-Suisun Unified School District, Education Specialist for Napa-Solano Head Start programs, and Program Administrator for Elk Grove Unified School District's school readiness and preschool programs. Dr. Woods Andrews earned a Doctor of Education degree in Educational Leadership from the University of Southern California.

Celia C. Ayala, Ph.D.

Chief Executive Officer
Los Angeles Universal Preschool (LAUP)

With 40 years of professional experience in education, Dr. Celia Ayala is nationally recognized as an innovative leader in the field of early education, and has advocated successfully for early learning policy, programs, investment, and resources for thousands of children and families.

Policy Summit PRESENTERS

In 2009 Governor Arnold Schwarzenegger recognized the depth and breadth of her work and appointed Dr. Ayala to the California Early Learning Improvement System Advisory Committee. Under Dr. Ayala's leadership as Chief Executive Officer at LAUP, more than 100,000 children have become better prepared for kindergarten and beyond in more than 640 early care and education sites. Her visionary influence has led to LAUP's recognition as a state and national model, including quality improvement through the Race to the Top—Early Learning Challenge, workforce development through the Los Angeles County Early Care and Education Workforce Consortium, and leading the national movement for universal preschool through the Preschool Nation media platform. She is consulted as a key stakeholder in shaping public policy at both the state and federal levels. Dr. Ayala received her Ph.D. in education from the University of Southern California.

Abby Cohen

Administration for Children and Families (ACF) Regional Program Manager
Office of Child Care, Region IX

Abby Cohen currently serves as the ACF Regional Program Manager for the Office of Child Care in Region IX. In this role, she has responsibility for leading and overseeing a team of program specialists who provide oversight, technical assistance, and guidance to state, territorial and tribal CCDF programs. Prior to joining ACF, she provided technical assistance for over 16 years to the region both as the Region IX State Systems Specialist for the Child Care State Systems Specialist Network, and as State Technical Assistance Specialist through the National Child Care Information Center, both services of the Office of Child Care. She also engaged in child care law and policy consulting, having worked with such clients as the Early Childhood Funders, National Association for the Education of Young Children (NAEYC), National Archives and Records Administration (NARA), and numerous other local, state and national organizations. Abby received her A.B. from Brown University in 1978. Her J.D. was awarded by Boalt Hall School of Law (now called Berkeley Law), University of California at Berkeley in 1981. From 1983 through 1997, she developed her expertise in child care law and policy as the Executive Director and Managing Attorney of the Child Care Law Center, where she counseled thousands of child care providers and provided technical assistance and training to subsidy administrators, regulators, legislators, advocates, providers and parents. She has written and been published extensively on the full array of child care legal issues; she is a nationally recognized expert on Americans with Disabilities Act issues as well as zoning and planning issues as they impact child care. Abby has been honored in the form of a travel study grant to Sweden in 1988, and received Certificates of Recognition from the San Francisco Board of Supervisors in 1986 and 1997 and from San Francisco's Mayor Willie Brown in 1997.

Gloria Corral

Assistant Executive Director
First 5 San Diego

Gloria Corral is the Assistant Executive Director at First 5 San Diego where she oversees San Diego County's Quality Early Learning efforts for the First 5 San Diego Commission along with other initiatives for children 0-5 and their families. She has been working in early learning for the past 12 years in policy, program and advocacy. During her tenure as Deputy Director at First 5 San Francisco, she launched the first universal Preschool For All effort in the state. Her background in K-12 and higher education spans almost 20 years and includes work at the U.S. Department of Education and both houses of Congress. Her extensive knowledge of system integration is from both a policy and programmatic perspective over years of working with state departments of education as well as small and large school districts. She holds an undergraduate degree from University of California San Diego and a master's degree from University of California Berkeley. She is the parent of two vivacious boys, Diego Emilio, age 4 and Gael Antonio, age 2, who test her theoretical knowledge of early learning every day.

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Cecelia Fisher-Dahms

Administrator of the Quality Improvement Office
Early Education and Support Division
California Department of Education

Cecelia Fisher-Dahms is the Administrator of the Quality Improvement Office in the Early Education and Support Division (EESD) of the California Department of Education and is responsible for the California's early learning foundations, quality improvement activities described in the state's Child Care and Development Fund (CCDF) State Plan, State Advisory Council projects, and the Race to the Top—Early Learning Challenge grant. Since her appointment in September 2008, Ms. Fisher-Dahms has worked to create a cohesive early childhood (EC) professional development system and an updated child observational (Desired Results Developmental Profile) assessment system. Previously, she was a child development consultant in the Child Development Division (CDD) Policy Office for eight years. Prior to entering state service, Ms. Fisher-Dahms was involved in education for more than 25 years, administering EC programs for 18 years and having taught mathematics at the middle school level and EC courses at the community college level. She has a Master of Business Administration, a Community College Credential for Early Childhood Education, and Teaching Credential with a BA in Mathematics.

Ida Rose Florez

E4 Academy Director
WestEd

Ida Rose Florez is a senior project director with WestEd's Center for Child and Family Studies. She directs First 5 California's Early Education Effectiveness Exchange (E4), a project that provides training and technical assistance to 37 counties that participate in First 5 California's Child Signature Program. Ida Rose specializes in state-level early childhood systems development. She has substantial expertise in developing comprehensive early childhood systems, leading strategic change efforts, early childhood assessment, data-based instructional decision-making, improving classroom teaching and learning, and preparing the early childhood workforce. Ida Rose also is Vice President of the National Association for the Education of Young Children.

Kimberly Gallo

Executive Director
First 5 San Diego

Kimberly Gallo is the Executive Director of First 5 San Diego. The First 5 Commission of San Diego promotes the health and well being of young children during their most critical years of development, from the prenatal stage through five years of age. First 5 San Diego services are funded through San Diego County's portion of the State's Proposition 10 tax revenues and is the second largest of 58 County Commissions. She oversees an approximate annual operating budget of \$60-75 million. Since her appointment in December 2011, First 5 San Diego has received numerous awards and commendations; most recently she was the Runner Up Company Executive Healthcare Champion in the San Diego Business Journal and a finalist for San Diego Magazine Woman of the Year. In 2014, she was appointed by her peers statewide to serve as Vice President of the First 5 California Association Executive Committee. Prior to her promotion to Executive Director, Ms. Gallo served the county since 1999 in various roles. From 1999–2009 she worked for the Health and Human Services Agency (HHS) in various capacities, last as the HR Director for HHS. In 2009, she was promoted to Deputy Director, County Department of Human Resources where she oversaw the HR Services Division, Countywide Employee Training, and the HR Technology Division. Under her leadership the HR Divisions she supported won seven National Association of County (NACO) Achievement awards for HR Programs, and also the

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International Public Management and Association for Human Resources (IPMA-HR) Award of Excellence for a Large Agency in 2009. Ms. Gallo is a graduate from San Diego State University where she received her Bachelor of Arts in Public Administration. She also holds a certificate in HR Management from Chapman University and is a certified HR Professional through IPMA-HR and Society for Human Resource Management (SHRM). Ms. Gallo is actively involved in many community youth organizations. She has served on the Chula Vista Charter Review Commission, volunteered as a special needs aid at her church, and represents First 5 San Diego on a variety of committees and boards. She is a mother of four sons and resides in Rancho San Diego.

Kathleen Guerrero

Executive Director

First 5 El Dorado Children and Families Commission

As the Executive Director of First 5 El Dorado, Kathleen has over thirty years of experience in the early care and education field. She is highly skilled in program development as reflected in her work to promote newborn home visiting, health access, developmental screenings, early literacy, and high-quality early care and education programs. Her unique combination of program knowledge and sociology training has led to the development of an early childhood system in El Dorado County, supporting families from birth through kindergarten.

Prior to joining First 5 El Dorado, Kathleen facilitated the Preschool For All (PFA) Planning Project with First 5 Sacramento, resulting in the PFA Bridging Model. Her early childhood experience includes serving as a local child care coordinator, Head Start program administrator, and child care resource and referral specialist.

As an advocate for high-quality early care and education programs, Kathleen has served on the Board of Directors for the Child Development Policy Institute and was a member of the California Partnership for Early Care and Education. A proud parent of a child with special needs, Kathleen has served on the California Interagency Coordinating Council. Her work has been recognized by the Child Development Policy Advisory Committee, the Association of California School Administrators, the El Dorado County Board of Supervisors, and the local Early Childhood Hall of Fame.

Kathleen holds bachelor and master's degrees in Sociology.

Lupe Jaime

Director of Early Care and Education

Fresno County Office of Education

In her role as Director of Early Care and Education at the Fresno County Office of Education, Lupe Jaime oversees several county early learning programs including the Local Planning Council, Race To The Top—Early Learning Challenge grant, California State Preschool Program Block Grant, Teen Parent, and Transitional Kindergarten. Prior to her current position, Lupe was the Deputy Director of Central Valley Children's Services Network (CSN) and oversaw the Resource & Referral, Subsidized Childcare, and numerous Fresno First 5 contracts. In addition, she served as an Infant and Toddler Specialist Trainer for West Ed and a Child Development adjunct instructor at Willow International College. Lupe is a member of the Fresno County Child Care & Development Local Planning Council. She has been a valued contributor to many important functions of the Local Planning Council that help families access essential services. Lupe is actively involved in the community as the co-chair of the California State University, Fullerton (CSUF) Central Valley Bilingual Dual Language Consortium, and holds an at-large position for the CA Childcare Resources and Referral Board of Directors. Lupe holds a Professional Clear Multiple Subject Teaching Credential, and Master of Education in Cross Cultural Education as well as a Child Development Director's Permit. Recently, she earned a post graduate certificate in Infant Family Mental Health from the University Boston, Massachusetts.

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Laurel Kloomok

Executive Director
First 5 San Francisco

Laurel Kloomok has lived, raised her children, and worked in San Francisco for the past 33 years. Her focus has always been on supporting young children and their families. She is currently the Executive Director of First 5 San Francisco overseeing the expenditure of State Proposition 10 Tobacco Tax Funds and San Francisco's Public Education Enrichment Funds. These funds are used for three core initiatives: Family Resource Centers, Universal Preschool, and Early Childhood Mental Health and Early Intervention. She was the Regional Director of Children's Services/Jewish Family and Children's Services from 1996–2006 responsible for the development and operation of the agency's four Family Resource Centers and Early Childhood Mental Health Programs. She directed the High Risk Infant Interagency Council implementing federal and state early childhood special education legislation in San Francisco for children birth to five and their families. During her first years in San Francisco, she was the Special Education Coordinator at the Family Service Agency/Family Developmental Center where she coordinated an Early Intervention program for children (birth to age three) with special needs, and their families, using a full inclusion model in a childcare setting. Ms. Kloomok has a master's degree in Special Education from Boston College.

Peter Mangione

Co-Director, Center for Child and Family Studies
WestEd

Peter L. Mangione, Ph.D., is Co-Director of WestEd's Center for Child and Family Studies. He provides leadership in the development of comprehensive training resources for early childhood educators and quality improvement of early childhood programs and services. His contributions have helped make the Program for Infant/Toddler Care a national model for training early childhood practitioners. Mangione has worked extensively in the fields of child development, early childhood education, family support services, public policy, and research and evaluation design. Recently, he has led efforts to create California's program guidelines for infant and toddler, and preschool programs; California's learning and development foundations and curriculum frameworks for infants and toddlers, and preschool-age children; and California's early childhood educator competencies. Mangione also is a lead collaborator in the development and validation of California's Desired Results Developmental Profile.

Sarah Neville-Morgan

Deputy Director
Program Management Division
First 5 California

In her role as Deputy Director of the Program Management Division at First 5 California, Sarah Neville-Morgan oversees several statewide early learning and healthy development programs and focuses on using research and science to influence early learning and healthy development policy and program development as well as supporting continuous quality improvement. From December 2011–September 2013, Sarah worked in the Policy Office in the Child Development Division at the California Department of Education to help lead the implementation of California's Race to the Top–Early Learning Challenge (RTT–ELC) grant and work on early learning policy. Prior to joining the CDE, she served as the Deputy Executive Director for the California Early Learning Advisory Council. While there, she launched projects with strategies for increasing the number of children ready for kindergarten and was one of the key authors of California's winning RTT–ELC application. Sarah started her career at the University of California, Davis's (UCD) Center for Child and Family Studies as an Academic Child Development Specialist. In that

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role, she directed three full-inclusion preschool programs while specializing in early mental health. She also worked at a child care resource and referral agency where she conducted home visits with family child care providers and participated as an evaluator of a statewide training program. Additionally, Sarah spent time as adjunct faculty for a Foster Care Education Program and as a Program for Infant/Toddler Care trainer consulting with the Yolo County Teen Parent Centers and providing on-site coaching and training. She holds a bachelor's of arts in Psychology from Earlham College and a masters of science in Child Development from UCD.

Hannah Norman

Senior Program Officer
First 5 Fresno County

Hannah serves as the Senior Program Officer for First 5 Fresno County where she has worked since 2009. Her primary work is concentrated around increasing the availability of and access to high-quality early learning opportunities for young children in Fresno County. In 2010 she helped develop the Fresno Accreditation Institute to support center and home-based child care programs achieve national accreditation through National Association for the Education of Young Children (NAEYC) & National Association of Family Child Care (NAFCC). Hannah earned her bachelor's degree in Family and Consumer Sciences with a minor in Mass Communications Journalism from California State University, Fresno and is involved in early care and education efforts throughout the county. She currently serves on the steering committee for Fresno County's Quality Rating and Improvement System known as Fresno County Early Stars, is a member of the Fresno County Child Care and Development Local Planning Council, and oversees First 5 Fresno County's early care and education quality improvement investments.

Ngozi Onunaku

Senior Policy Analyst for Early Childhood Development and Education
U.S. Department of Health and Human Services
Administration for Children and Families

Ngozi Onunaku is a Senior Policy Analyst at the U.S. Department of Health and Human Services, Administration for Children and Families. Here she has led the work of the Early Childhood State Advisory Councils and supports other federal early learning and development initiatives such as the Race to the Top—Early Learning Challenge grant and the Preschool Development Grant. From 2009–2012, she served as an Adjunct Instructor at American University in Washington, D.C. on early childhood education topics at the graduate level. Prior to this she worked at the American Public Human Services Association for nearly three years to help address national child care and child welfare issues. She spent a part of her professional career at Zero to Three: National Center for Infants, Toddlers and Families where she tracked and monitored state early childhood mental health initiatives. From 2008–2010, she served as an Advisory Board Member for the Runaway and Homeless Youth Technical Assistance Center and in 2004 was an Emerging Leaders Fellow of the Children's Defense Fund. She received her Master of Arts in Child Development from Tufts University and her Bachelor of Science in Psychology from Boston College.

Petra Puls

Director of Program and Evaluation
First 5 Ventura County

Petra Puls is the Director of Program and Evaluation with First 5 Ventura County, where she is responsible for managing the implementation of the Commission's Strategic Plan and funding priorities. In this role, she helps shape program design

Policy Summit **PRESENTERS**

and practices in the areas of early education and family support and health, facilitating integration of funded programs and monitoring program outcomes. She works with a team of program managers to provide technical assistance and support for funded partners, and advances the program and evaluation for First 5 Ventura County. Petra was instrumental in the development of the Commission's Quality Rating and Improvement Initiative, and serves as a liaison to First 5 California and the California Department of Education for Race to the Top—Early Learning Challenge (RTT—ELC) grant.

Ms. Puls' entire professional career has focused on improving the lives of children, their families, and the communities they live in by implementing and managing projects aimed at improving child and family outcomes. Prior to joining First 5 Ventura County in 2003, Petra coordinated the Local Child Care Planning Council with the Ventura County Office of Education, and held positions as an after school program coordinator, preschool teacher, and middle school teacher. She earned a degree in education and a teaching credential from the Federal Academy for Education in Vienna, Austria and a Bachelor of Science Degree in Business Management from Azusa Pacific University.

Lani Schiff-Ross

Executive Director

First 5 San Joaquin Children and Families Commission

Lani started working in the social services world in Stockton in the mid 1980s as a volunteer with a sexual assault crisis line. Over the years she has worked with adults molested as children, sex offenders, domestic violence perpetrators, abused children and gang members. She has worked as a social worker in the Southeast Asian community, a teacher in an elementary school, a therapist at a mental health outpatient clinic and a case manager with teen parents. Her previous job was as a manager with a teen parent program overseeing approximately 20 staff, which led to her current job as the Executive Director of First 5 San Joaquin (aka Prop 10 and the Children and Families Commission). The program has provided funds to 225 agencies serving children zero to five and their families. This is her favorite job as she loves the community of San Joaquin and greatly appreciates the amazing work the programs do with children and families. While at First 5, she also was the Interim Delegate Director of the local Head Start program, the single delegate agency with a budget of \$24 million.

Although Lani skipped most of kindergarten to go ice skating (while living in New York), she was able to get through the rest of the years of school, graduating from University of the Pacific and California State University, Sacramento, where she received her Masters of Social Work. Lani also is a Licensed Clinical Social Worker, which, she understands to mean "Lani Can Surely Work."

She enjoys traveling (especially when she is able to use her moms mileage and travel overseas first class!), reading (not Danielle Steel, but nothing too deep), watching tv (not always popular to admit), gardening (okay, she has a gardener, but she likes to look at pretty gardens), cooking (but not really), and spending time with friends and family. Her latest hobby is going on cruises, with a goal of joining the Travelers' Century Club (she is over halfway there). Lani is an active member of Stockton Covenant Church. In fact, she's been around so long, the children she had in nursery are getting married! She also is the proudest auntie of five amazing, smart, and kind nieces and nephews. When she wins the lottery, she will buy houses for them so they can live near (but not with) her. She remains grateful for her life.

Jolene Smith

Chief Executive Officer

First 5 Santa Clara County

Jolene Smith is the Chief Executive Officer of FIRST 5 Santa Clara County. Since the passage of Proposition 10 in 1998, Jolene has been instrumental in establishing First 5 Santa Clara County as an organization that supports the healthy development of children prenatal through age five and enriches the lives of their families and communities throughout the county. As the leader of the

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Early Childhood Development Collaborative in 1999, Jolene was responsible for developing the original county Strategic Plan that led to the creation of First 5 Santa Clara County. In 2000, she served as the Director of Program Development, and worked her way up to Deputy Director, and eventually became the Executive Director in January 2005.

During her tenure as Chief Executive Officer, First 5 Santa Clara County has been recognized for its leadership on ensuring the healthy development of our youngest children is viewed as a high priority in the county. Through her efforts, she has worked to engage and unite the community through strategic partnerships and collaborations to tackle challenging issues such as children's health insurance, early literacy, high-quality early education, screening and assessment for developmental delays, model court programs, and a cross-disciplinary, cross-sector community of learning. Under her leadership, First 5 Santa Clara County has worked closely with policymakers and elected officials at the federal, state, and local levels to create the necessary change in our laws and in our politics to improve the lives of the people in the community. Jolene's 30 years of public service are based around her strong commitment and dedication to help people in need. As a high school youth counselor, a national trainer, and a Program Manager with the Santa Clara County Health and Hospital System and the Social Services Agency, Jolene has used her expertise in strategic planning, program development, and training and consultation, to ensure that children, youth, and their families receive vital social services.

Deborah Spitz

Education Program Specialist
Office of Early Learning, U.S. Department of Education

Deborah Spitz is an Education Program Specialist in the Office of Early Learning at the U.S. Department of Education, where she is the team leader for the Race to the Top—Early Learning Challenge program. Previously, she managed Early Reading First, Even Start, Striving Readers Comprehensive Literacy, and Reading First. In addition to her 12 years at the Department of Education, she was the Deputy Director of the D.C. Appleseed Center for Law and Justice, managing research projects relating to special education, health education, and child support. She also worked as a policy analyst and grant manager for the District of Columbia Public Schools and the District of Columbia Public Charter School Board. She received a law degree from Stanford Law School in 1996.

Michelle Thomas

Technical Assistance Consultant
Early Learning Challenge Technical Assistance (ELC TA) Program

Michelle Thomas is a Technical Assistance Consultant for the Early Learning Challenge Technical Assistance (ELC TA) Program. Previously, Michelle was the Child Care Administrator for the state of Indiana, where she oversaw child care subsidy, statewide quality initiatives, and child care licensing. Michelle initiated and implemented Indiana's statewide Quality Rating and Improvement System (QRIS) – Paths to Quality. Michelle also has been a QRIS planning consultant to several other states, and she was the Deputy Chief of National Programs at NACCRRRA (now Child Care Aware). Her educational background includes a Bachelor of Social Work and a Master of Social Work from Indiana University and a Bachelor of Consumer and Family Sciences from Purdue University. Michelle loves her 14-year-old daughter, her 15-year-old Jack Russell Terrier, and wine – in that order.

California Child Care Research Partnership: Are You In? Family Child Care Providers' Experiences in Quality Improvement Initiatives¹

Project Team:

Holli Tonyan, California State University, Northridge, Principal Investigator

Marguerite Ries, Early Education and Support Division, California Department of Education, CCDF Lead Agency

Susan Savage, Child Care Resource Center, Partner and Subcontractor

Grant or Contract Number: Child Care Research Partnership Grant # 90YE0153-01-00

Period of Funding: September 30, 2013 to September 29, 2017

Project Description.

As growing numbers of children regularly attend child care settings, many states have struggled to provide enough high quality spaces to meet children's needs. Recent policy investments at the state and federal levels have focused on Quality Improvement (QI) initiatives to improve the quality of care available to children. One such effort is the California Race to the Top – Early Learning Challenge, a program funded by a competitive federal grant (2011 to 2015) to integrate across county-level QI. The partnership is examining when and how child care providers engage in QI within and across two such local QI initiatives. The Are You In partnership is examining when and how child care providers engage in QI as related to daily routine activities for children and providers.

Our research focuses on licensed family child care homes (FCCH) for two reasons. First, although many of the most vulnerable children can be found in FCCH, most research has focused on center-based child care settings. Second, FCCH are a particularly flexible segment of the workforce but it is a sector that is shrinking across many states, including California – if the system-building efforts of the RTT-ELC do not take into account the unique characteristics of FCCH we may lose even more providers.

Our research examines two types of QI. Some initiatives provide coaching, technical assistance and professional development to improve quality, called Quality Improvement Systems (QIS). Others also include public ratings to help parents identify high quality child care, called Quality Rating and Improvement Systems (QRIS).

This partnership will examine quality improvement activities among family child care providers (FCCP) – an understudied sector of the child care workforce – in the context of California's Race to the Top Early Learning Challenge (RTT-ELC). Through a combination of survey and in-depth qualitative methods, the project will compare providers' experiences in two regions operating with different QRIS. In addition, follow-up visits to FCCP two years after an initial baseline visit will document changes over time during RTT-ELC implementation.

Research Questions.

1. What are the similarities and differences among providers who are “in” and “not in” QRIS in working conditions, beliefs, and daily routines?
2. How do FCCPs' needs and barriers align with the QI available?
3. How do knowledge of QRIS and desire to participate/remain in the child care workforce change over time as the RTT-ELC is being implemented?
4. What are the conditions under which FCCP earn higher ratings at baseline and/or make improvements over time?
5. How do variations in the specific QRIS available in these two regions relate to the FCCPs' baseline ratings and changes over time?

¹This project was funded under the title: Are You In? A Systems-Level Mixed-Method Analysis of the Effects of Quality Improvement Initiatives on Participating and Non-Participating Providers

Sample.

Three groups of providers will be targeted for sampling: “in” RTT-ELC QRIS, “in” QIS, and “not in” either. A regional survey mailed to all providers in targeted service areas will provide a “snapshot” of needs and barriers faced by FCCP in targeted regions followed by in-depth Case Studies. During Year 1, 53 Case Studies were completed in Los Angeles County (QRIS = 20; QIS = 15; Not In = 13) across the three groups. During Year 2, 40 additional Case Studies from Sacramento County will be completed from the “in” QRIS and “not in” groups¹.

Methods.

A combination of surveys and interviews will be used. Cross-sectional regional needs assessments will be conducted in each year: Years 1 and 3 in Southern California; Years 2 and 4 in Northern California. Participants who completed in-depth interviews during Years 1-2 will be re-visited two years later.

- Regional surveys will include questions about needs, barriers, and satisfaction and serve as a recruitment tool for the Case Studies.
- Case studies include:
 - An initial visit conducted to give the provider information about the project, a survey, and a digital camera and see the FCCH when the children are present.
 - ✓ Providers will take photos of activities
 - ✓ Providers will complete a survey with questions about themselves, their economic situation, attitudes and beliefs, and their family child care home.
 - An interview (the Ecocultural Family Interview) examines daily life, beliefs and working conditions, including a guided discussion about the photos the provider took.

Implications for policy/practice

One key challenge facing the California RTT-ELC has been engaging FCCH in the voluntary program. The results of this research can inform state officials implementing RTT-ELC and other QRIS about the benefits and challenges of RTT-ELC for FCCH. The results may, ultimately, increase participation, the quality of care provided, and the availability of high quality child care. Results will likely be of interest to agencies that serve FCCP and that administer QRIS.

¹ First 5 California has funded a second group of Case Studies to be completed in El Dorado County during 2015.

Implications for research

This study uses a cultural perspective, including the Ecocultural Family Interview (EFI), to examine interrelations among activities, beliefs, and physical/material conditions that may be unique to FCCH. Initial studies suggest that the EFI provides insights into when and how providers are or are not able to organize daily activities in ways that provide children opportunities for learning and development and are sustainable: fit with their resources, provide a sense of predictability and stability, provide personal meaning, and balance competing interests. Having sustainable daily routines may be necessary, but not sufficient for high quality care. Providers may be unlikely to engage in high quality care unless their beliefs and physical/material conditions support the practices that are involved in quality.

For more information:

<http://www.areyouinpartnership.com/>
<http://www.csun.edu/~htonyan/>

Results from pilot data:

Tonyan, H. A. (2014 - Online). Everyday routines: A window into the cultural organization of family child care. *Journal of Early Childhood Research*. <http://dx.doi.org/10.1177/1476718X14523748>

Tonyan, H. A., Nuttall, J. (2014). Connecting cultural models of home-based care and childminders' career paths: An Eco-cultural analysis. *International Journal of Early Years Education*, 22, 117-138. <http://dx.doi.org/10.1080/09669760.2013.809654>

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Alameda : Contra Costa : Santa Clara
Santa Cruz : San Francisco : San Mateo



Race to the Top Early Learning Challenge: The Bay Area Regional QRIS

In 2011, California was awarded a 4-year, \$75 million, Federal Race to the Top Early Learning Challenge grant. The Early Learning Challenge is aimed at helping states improve early childhood education systems to better serve the most vulnerable children by enhancing the quality of programs, developing quality standards and aligning disconnected systems to better serve children and families. Sixteen counties in California received funding to develop a Quality Rating Improvement System (QRIS) to achieve this goal. In the Bay Area, six First 5 county commissions including Alameda, Contra Costa, San Mateo, Santa Clara, Santa Cruz and San Francisco are collaborating to leverage the grant to increase the quality of early care and education for children across the region.

Why Quality Matters

The experiences that children have in their first years profoundly shape their ability to succeed in school and in life. High quality early education experiences are critical to ensuring that children get off to a strong start.

Quality early care and education is essential to healthy brain development and is the necessary first step in a child's education. Other benefits to high quality early care and education programs include:

- Reduced special education costs;¹
- Increased high school graduation rates;²
- Reduced crime rates over time;
- Increased employment, income and tax contribution levels;
- Decreased public health care, welfare and child care expenses; and
- Reduced grade repetition

Nearly 60 percent of U.S. early childhood centers are found to be of "inadequate or minimal" quality.

Despite what we know about the importance of the first years, the vast majority of early education programs in California, and across the nation, are considered to be low quality. Nearly 60 percent of U.S. early childhood centers are found to be of "inadequate or minimal" quality.³ Low quality education negatively impacts all children, but for children who are economically disadvantaged, low quality education puts them at a long-term disadvantage. A RAND Institute study showed that only 13 percent of California's low-income children are in high quality early education programs.⁴



What is a Quality Rating Improvement System (QRIS)?

Nearly every state in the nation is engaged in improving the quality of early education programs through statewide Quality Rating and Improvement Systems (QRIS). These systems rate programs based upon elements research has shown are linked to positive childhood outcomes, such as the quality of teacher-child interactions and teacher education level.

QRISs evaluate participating early education programs using a tiered rating system. Higher quality programs receive more points and higher ratings. QRISs include training and support to assist programs in improving quality. In addition, the QRIS rating easily communicates a program's quality to parents looking for early education programs for their children.

States that have instituted a QRIS are showing steady improvements. The Pennsylvania statewide QRIS, Keystone Stars, increased participation by well over 300% from 2004 to 2012 and nearly doubled the number of high quality programs.⁵ Children enrolled in high quality programs in that state have shown significant improvement in several developmental areas, including social development, language and literacy development, and mathematical thinking. In 2012-2013, the percentage of four-year olds with proficient language and literacy more than doubled from 37 percent in the fall, to 82 percent in the spring, in the three and four star-rated programs.⁶

¹ Swanson, Kelly. "A Practical Outreach Guide For a QRIS." Boston, MA: Build Initiative, 2013. p. 5.

² "Lifetime Effects: The HighScope Preschool Study Through Age 40." Ypsilanti, MI: HighScope Perry.

³ "We Can Do Better: Child Care Aware of America's Ranking of State Child Care Center Regulations and Oversight." Child Care Aware, 2013.

⁴ "The Nature and Quality of Early Care and Education for Preschool-Age Children in California." Santa Monica, CA: RAND Corporation, 2008.

⁵ Philip Sirinides, Ph.D. "Demonstrating Quality: Pennsylvania Keystone Stars 2010 Program Report." Harrisburg, PA: Pennsylvania Office of Education, 2010.

⁶ Children's Progress Update: Keystone STAR 3 and 4 Program, 2012-13.



Bay Area Regional QRIS Pilot

Six Bay Area counties are collaborating to develop a regional QRIS to maximize the use of resources, provide consistent communication, establish a common framework, and put early education programs throughout the region on a path to quality improvement. By 2015, more than 25,000 children will be enrolled in programs participating in the Bay Area Regional QRIS Pilot.

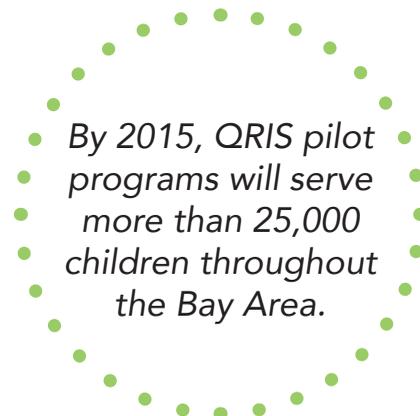
Since launching in 2012, the Bay Area QRIS Partnership is already making significant progress towards improving quality, including:

- Building a regional system for site assessment and coaching;
- Mapping professional development activities throughout the region;
- Launching the first regional QRIS data system in the state

The six Bay Area counties are working closely with the early education community to determine what works best to support quality improvement and to implement those findings to expand quality early care and education opportunities in the region.

The Bay Area QRIS effort provides a picture of what a fully functioning assessment, rating and improvement system could look like. Building a QRIS brings together Bay Area early learning advocates and leaders to foster a common understanding of objective, measurable

indicators of quality; align professional development and quality improvement; and identify areas of improvement for professional development systems.



Potential for the Future

Universal access to high quality care will require a full functioning QRIS. Education leaders and advocates face a number of challenges to making QRIS a success in the Bay Area. One of the major obstacles is having the resources to take a Bay Area QRIS to scale. The region will need to identify resources to provide the training and support necessary for early childhood educators to elevate the quality of programs. California is one of only two states in the nation that has taken a regional approach to QRIS. Although this allows for locally designed approaches, it makes it more challenging to advance policy-level changes that could incentivize quality across the early childhood education systems in the state.



What You Can Do

Ensuring that all children have access to the highest level of quality early education in the Bay Area requires a commitment from all of us. Building a successful Quality Rating and Improvement System will require an investment of time, resources, and support for policy changes that enable California's children to have access to high quality programs. You can become a champion of quality by:

- Investing in high quality early education programs;
- Initiating policy changes that make quality an essential requirement for early learning programs and that address the systems barriers to quality;
- Enacting legislation for a high quality, expanded early education system in California; and
- Supporting the key components of a successful QRIS including training and professional development and community awareness strategies.

To learn more about how you can help shape the future of our region and state by improving outcomes for our children, contact your local First 5 Commission.



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(408) 260-3700 www.first5kids.org

First 5 Santa Cruz
(831) 465-2217 www.first5scc.org

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Claire Lowe



A Blueprint for Early Care and Education Quality Improvement Initiatives



As Quality Rating and Improvement Systems (QRIS) continue to launch and mature across states, questions emerge from stakeholders about how to design and implement effective quality improvement (QI) initiatives that accompany a QRIS.¹ Funders, policymakers and program developers with limited resources are looking to invest in activities that will be most

successful in supporting early care and education (ECE) program quality improvement and ultimately improving outcomes for young children. **The purpose of this report is to address questions about effective QI initiatives by proposing a blueprint of quality improvement practices and design considerations generated from a synthesis of the existing research literature and input from national experts in ECE quality improvement.**

The research literature on QI initiatives in ECE is limited because few studies use designs and methods that permit examination of specific features or dimensions of QI initiatives. In addition, evaluation of quality improvement in QRIS is still a relatively new endeavor. Given these limitations of the research literature, the strategy for this report is to propose a blueprint for effective QI initiatives that builds on the features included in QI initiatives that have been linked to positive outcomes for teacher practices and/or children's developmental outcomes. This blueprint goes beyond existing literature and resources to suggest not only features, practices, and supports to include in a QI initiative, but also to propose key considerations for implementation and for situating the QI initiative in the broader ECE system to ensure quality improvements

are meaningful and sustained. Because the research literature on QI initiatives is still in an early stage, it is expected that the recommended practices and features included in the blueprint will be refined and updated as new research becomes available.

The practices and considerations included in the blueprint are based on the extant literature as well as input from national experts on QRIS-related QI initiatives. Figure 1 displays the key features of the blueprint for QI initiatives. First, the top of Figure 1 highlights the importance of an established connection between the QI initiative, the broader ECE system, and adequate financing² to ensure common standards for quality improvement, access to system resources that can support quality improvement (e.g., coaching, consultation and other technical assistance; coursework; training) and motivation for participation (e.g., recognition in a QRIS, eligibility for participation in state pre-kindergarten program). If the QI initiative is attached directly to a QRIS, this connection to the ECE system is likely in place already, though intentional efforts are needed to ensure the strength and effectiveness of the connections.

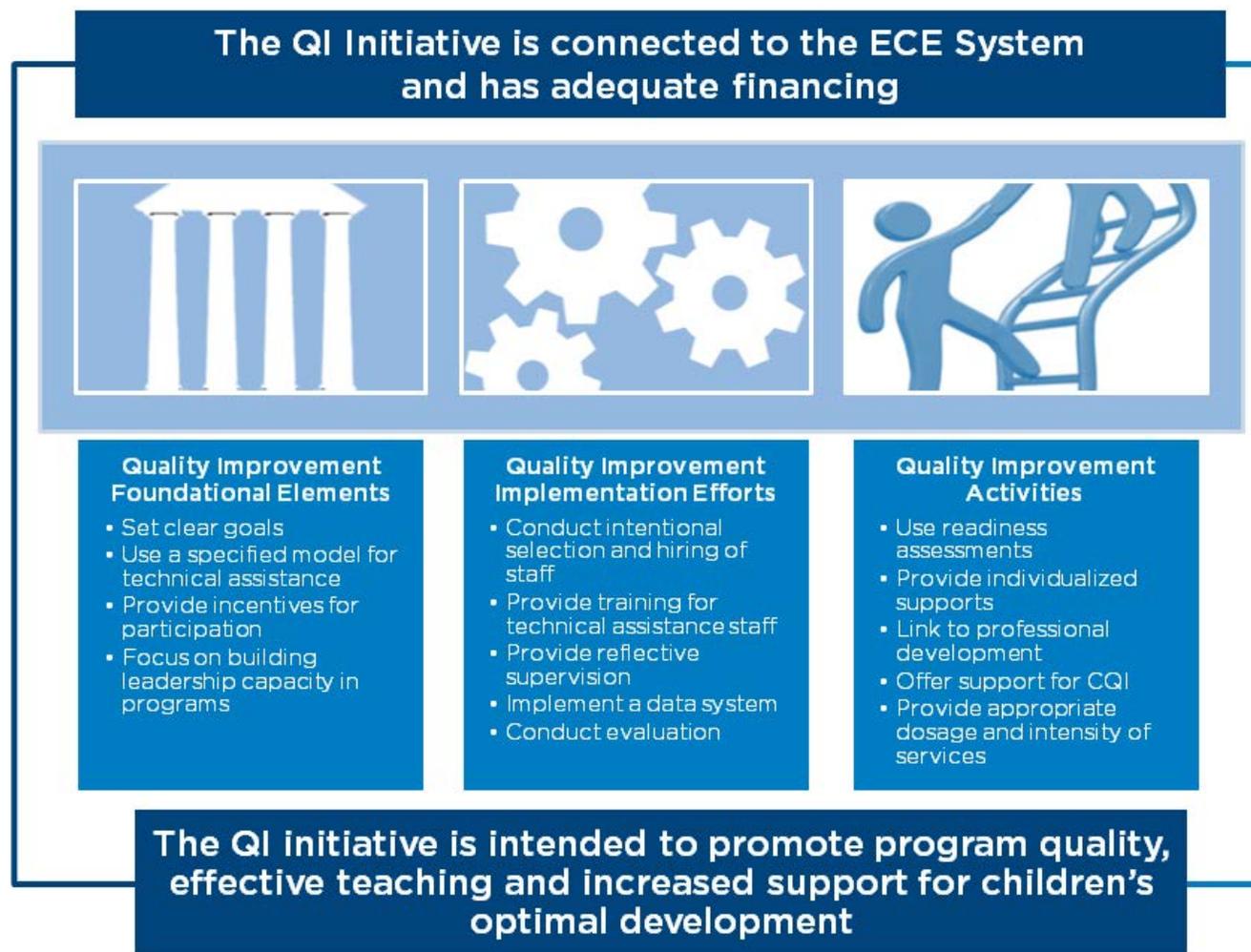
The bottom of Figure 1 displays a second critical feature in a QI initiative: setting a priority to target ECE program quality improvements (including interactions between teachers/caregivers and children) that will ultimately increase support for children's optimal development. This priority on children's development can serve as a guidepost for decision-making, goal-setting and outcome measurement.

Within the anchor points of system connections, financing, and a priority on supporting children's development, the middle of Figure 1 outlines recommendations for specific practices and features to include in a QI initiative. To facilitate discussion of these practices, they are divided into three sets: Quality Improvement Foundational Elements, Implementation Efforts, and Activities. Note, however, that the distinctions between the three sets are not rigid. For example, depending on how a certain feature is discussed, it could fit under Foundational Elements or Activities. This potential permeability in the model should not diminish the usefulness of the blueprint but rather points out the need for further research to build a better understanding of how features of QI initiatives work together most effectively.

1. In this report, a QI initiative is defined as a specific and organized collection of activities designed to help ECE programs make progress in a QRIS. The activities may be embedded directly in a QRIS or they may be companion initiatives designed to support ECE programs in making quality improvements that will lead to higher QRIS ratings

2. We acknowledge that issues related to financing and supporting the true cost of quality improvement are critical. A full literature review and analysis of ECE financing is beyond the scope of this paper.

Figure 1. Blueprint for QI Initiatives in ECE



Recommended practices and considerations

• **Quality Improvement Foundational Elements-** The first set of practice recommendations provides a base from which a QI initiative operates. Foundation practices include interconnected features such as the establishment of clear goals that are linked to specific aspects of quality and child outcomes, and the use of a specified model to ensure quality improvement supports are delivered with consistency. These features help set the stage for the clarity and focus of the initiative. Other Foundational practices such as the provision of incentives for participation and a focus on program leadership serve as strategies to

engage participants and build capacity for ongoing quality improvement. Development of a theory of change for the QI initiative that articulates how the QI components will lead to improved program quality, teacher practices and children's outcomes is a useful activity to engage in when planning the Quality Improvement Foundational Elements.

• **Quality Improvement Implementation Efforts-** The second group of practices promotes effective implementation of QI initiatives, and is based on features identified in implementation research.³ Supports for implementation of the QI initiative are a critical but often-overlooked component. These

2. Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).

“drivers” of QI implementation include elements such as the intentional selection, initial and ongoing training, and reflective supervision of technical assistance (TA) providers; use of data systems to monitor progress; and evaluation of QI initiatives to assess effectiveness.

to support ongoing ECE program improvement and achievement of outcomes for children and families. The report contains a summary of the blueprint components that can be used to guide review, reflection, planning and revision of new or ongoing QI initiatives.

- **Quality Improvement Activities-** The third set of practices are the heart of the QI initiative and include the direct connections between the QI initiative staff, QI components (e.g., training, coursework, coaching) and ECE programs. ECE program leadership (directors/principals/education directors/family child care providers) and staff are engaged in QI through the activities, so the relevance and effectiveness of activities are vital for success. Activities include the following: assessment of program readiness for the QI initiative; provision of individualized, on-site technical assistance to support development of engaging learning environments and effective teaching and interactions (using a variety of strategies such as modeling, observation and reflection); linking technical assistance to activities that support knowledge-building such as training and coursework (bridging knowledge and practice); and providing support for continuous quality improvement, as well as delivering the QI initiative components with a dosage and intensity of services matched to the goals of the initiative.



One potential use of the blueprint is for developers and implementers of QI initiatives to use it as a “worksheet” against which they can assess the components of their program (see Figure 2 for a summary of key dimensions for QI initiatives with questions to guide reflection, planning and revision of QI initiatives). Though recommendations included in the blueprint are not prescriptive, they provide guidance and considerations for QI initiatives that can help promote a focus on the most likely candidates for supporting effective practice.

The practices and considerations proposed in this report are supported by both emerging empirical evidence and expert consensus in the field as promising components of a successful QI initiative that accompanies a QRIS. While it is important to remember that the blueprint will need updating in the future as the knowledge base expands, it serves as a concise articulation of the key investments to consider for the design, implementation and evaluation of QI initiatives

3. Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).

Figure 2. Blueprint for QI Initiatives in ECE: Summary of Key Dimensions and Questions to Guide Planning and Design

Dimensions		What is it?	Why is it important?	Questions to guide revision and planning
ECE System Financing and Connections	Access to adequate financing and connections between the QI initiative and the ECE system	Financial supports at all levels (system, programs, workforce and families). Linkages between the QI initiative and ECE system through formal or informal partnerships.	Stability and adequacy of funding are critical to QI initiatives. Connections between the QI initiative and the ECE system ensure common standards for quality improvement, access to system resources that can support quality improvement (e.g., coaching, consultation and other technical assistance; coursework; training) and motivation for participation (e.g., recognition in a QRIS, eligibility for participation in state pre-kindergarten program).	<ul style="list-style-type: none"> • Which external partners are engaged in the QI initiative? What are their roles, and how do they connect the initiative to the ECE system? • How does the initiative leverage support from other projects (e.g., training, coaching, and incentives)? How can linkages be strengthened? • What financial supports are available for the QI initiative? Are they adequate and sustainable?
	Clear goals for quality improvement	A clearly articulated theory of change for how a QI initiative supports program quality, effective teaching and children's development.	QI initiatives often have the goal of improving child outcomes but may inadequately specify the mechanisms to achieve this goal. Research suggests that quality interventions with well-focused goals that are clearly linked to children's development are more likely to result in measureable gains for children than interventions with only a general goal to improve program quality. A QI initiative can also promote individualized goals within set parameters.	<ul style="list-style-type: none"> • What is the theory of change for the QI initiative? How does the theory of change connect activities to improved program quality, effective teaching and children's development? • Does the initiative allow for individualized goal development?
QI Foundational Elements	Specified model	The use of a well-specified model (either formal or project-developed) to guide the delivery of QI supports	A specified model is critical to ensure that quality improvement supports are delivered with consistency. The model may be a formal, evidence-based model or it may be a project-developed approach that blends components of various models or theories and aligns with the goals of the initiative.	<ul style="list-style-type: none"> • Does the model used for the QI initiative align with goals? • Does the QI initiative have a manual to guide service delivery with programs?
	Incentives for participation	The financial and non-financial incentives offered at the program- or provider- level to motivate participation and improvement in the initiative.	Incentives are a helpful and straightforward method for engaging participants in a QI initiative. It is important to set parameters around how incentives may be used, align incentives with the goals of the QI program, and support programs in accessing the incentives.	<ul style="list-style-type: none"> • What incentives (financial and non-financial) are available to participants in the QI initiative? • Are the incentives aligned with the goals (e.g., are quality award amounts sufficient for programs to make meaningful investments in materials or training)?
	Focus on leadership	A focus on supporting and developing the leadership capacities of directors or program administrators.	Directors play a central role in ECE programs. Research has shown that their education, experience, and training directly influence their ability to facilitate quality improvement and maintain a high quality program. Given the vital role of the director and the growing body of literature on leadership, it is important that QI initiatives provide activities that are designed to support and develop the leadership skills and capacities of program directors or administrators.	<ul style="list-style-type: none"> • How is the director's/ administrator's role in supporting quality improvement articulated in the theory of change? • What supports are in place to help directors/administrators act as change agents and to promote capacity building in their programs?

Dimensions		What is it?	Why is it important?	Questions to guide revision and planning
QI Implementation Efforts	Selection and hiring of TA providers improvement	Qualifications for selecting and hiring TA providers, such as years of experience, education level, and prior training.	Empirical evidence is limited about the criteria for selecting TA providers and what their minimum qualifications should be. QI initiatives typically hire TA providers who have educational qualifications at higher levels than teachers and who have experience working in ECE programs, especially with the QI model used in the initiative. Job descriptions and the hiring process can emphasize skills in working with adult learners and demonstration of competencies using role playing and vignettes. The literature does suggest that minimum qualifications should be set and standardized across the initiative.	<ul style="list-style-type: none"> • What are the skills and competencies needed for TA providers in the QI initiative? Have these been described adequately in the job description? • If staff duties are being reassigned from another project, is a process in place to ensure that staff skills and competencies are aligned with the needs of the QI initiative? • Have role-play scenarios or vignettes been developed to facilitate a job interview?
	Training of TA providers	Ensuring that TA providers carry out the various quality improvement activities through provision of training and resources.	Training of TA providers and other staff in the QI initiative is an essential activity. It is important that staff receive initial training before they begin working with programs and ongoing training to ensure they stay up to date on QI practices that impact children's early learning and development.	<ul style="list-style-type: none"> • What processes are in place to ensure that staff in the QI initiative receive relevant initial and ongoing training? • Does the training include opportunities for application of new knowledge to practices with programs? • Do TA providers have access to written materials and resources to support the training?
	Reflective supervision of TA providers	Supportive oversight of TA providers by a supervisor or agency.	Reflective supervision ensures that meaningful services are delivered and provides a means for TA providers to debrief, share resources, and problem solve. It is important that regular supervision occurs through meetings with opportunities for sharing and reflection, peer interactions, and direct observations in the field.	<ul style="list-style-type: none"> • How is the supervisor's role articulated in the QI initiative? What modifications can be made to enhance the role of supervision? • What is the caseload of supervisors? Does it permit field observations? What changes can be made to allow field observations to happen?
	Data systems and case management	A method of collecting, tracking, storing and analyzing information related to the QI initiative.	Data systems can support decision-making and program management. Data systems should include the following: 1) unique ID numbers for programs to facilitate linkages with other data systems; 2) case management features that allow TA providers to enter service delivery information and track their caseloads; 3) historical tracking of information to facilitate evaluation of effective strategies; and 4) access to a variety of users so the work of the QI initiative is informed by common data.	<ul style="list-style-type: none"> • What process is used to track data in the QI initiative? Are resources available to create a data system or to link to an existing system? • What is the staff capacity to support a data system and to train other staff and programs on appropriate use of the data system? • Do different data users (administrators, supervisors, TA staff, ECE program staff) have access to the data?

Dimensions		What is it?	Why is it important?	Questions to guide revision and planning
QI Implementation Efforts (cont.)	Evaluation	Systematic collection and analysis of information to inform decisions, and increase understanding about how the program is working.	Evaluation is crucial for shaping QI program design and implementation, promoting accountability, determining effective strategies that lead to quality improvement, and informing continuous improvement of the QI program. An evaluation plan can articulate a “wish list” of short- and long-term evaluation questions.	<ul style="list-style-type: none"> • What is the staff capacity to conduct evaluation in-house? • What are the opportunities for engaging evaluation partners in the QI initiative?
	QI Activities	Readiness assessment process	An assessment to determine whether a program has the capacity to engage in a QI initiative (or component of the initiative).	Assessment of a program’s readiness to engage in quality improvement activities is useful for identifying needs and targeting resources. QI initiatives may use a formal observation of the environment, a checklist during an intake interview, or other informal methods to gather information about a program. Information from the tools can guide decisions about whether programs need additional supports before beginning their participation.
	Strategies used to meet the individualized needs of programs	Activities used to individualize technical assistance to meet the distinct needs of programs/providers.	The heart of individualized work with programs is the flexibility to use different strategies to support the needs of programs, classrooms and teachers in meeting the goals for improvement. Specific TA strategies include modeling, observation, assessment, reflection and provision of feedback.	<ul style="list-style-type: none"> • Does the QI initiative offer TA providers flexibility to use different TA strategies (within the parameters of the QI model)? • Is training provided to support TA providers in their use of different strategies?
	Linking on-site technical assistance with other PD	Linking on-site technical assistance with other professional development, such as training, coursework, group meetings, or resource sharing.	Research confirms that adults learn best when they have the opportunity to practice applying new knowledge and skills in the presence of a supportive coach or consultant who can scaffold their learning. Promoting continuity between the TA provided on-site and other professional development opportunities can foster new skills and practices.	<ul style="list-style-type: none"> • What opportunities exist in the QI initiative to link on-site technical assistance with training, coursework or learning communities? • What new partners could be included in the QI initiative to support these linkages?
	Focus on continuous quality improvement (CQI)	A program culture that promotes reflection, goal-setting, positive change and continual assessment of strengths and needs.	CQI is a data-driven process used to create an environment that supports ongoing reflection and change that can support program improvement and build program capacity over time. While there is strong consensus among experts in the field regarding the importance of CQI, the literature on CQI within the ECE field is limited.	<ul style="list-style-type: none"> • What opportunities exist in the QI initiative to build in training and tools that would incorporate a focus on CQI? • What new partners could be included in the QI initiative to support the inclusion of these tools?

Dimensions		What is it?	Why is it important?	Questions to guide revision and planning
QI Activities (cont.)	Dosage	The amount or quantity of technical assistance that is provided to a particular program, center, teacher or director in a QI initiative.	The ECE literature does not specify the amount of support needed to achieve positive outcomes; however, some studies have found positive associations related to a higher dosage of support. It is recommended that dosage for on-site support be matched with the specific goals of the initiative.	<ul style="list-style-type: none"> • How does the dosage of technical assistance match with the goals of the QI initiative? • What opportunities exist to increase the dosage to support harder-to-change skills and practices?
	Assessment of intensity	A calculation of the dosage (i.e., frequency and length of sessions) of on-site support and the duration of the intervention over time.	The limited ECE literature indicates that QI initiatives with higher intensity are more effective at producing better outcomes. Similar to dosage, intensity should be matched to the goals and needs of the program and initiative.	<ul style="list-style-type: none"> • How is technical assistance delivered to programs across time? • What opportunities exist to support programs with higher intensity services at the beginning of their participation in the QI initiative?
Improved Outcomes for Programs, Teachers and Children	A focus on outcomes for programs, teachers and children	A priority to focus on improvements to program quality and teaching that will support children's development.	It is important to ground quality improvement work in changes that have the potential to promote meaningful gains in children's skills and competencies across developmental domains. The QI initiative should also take into account the unique context and population of children and families in the initiative and articulate how the work will support children from different racial, cultural, and linguistic backgrounds as well as children with special needs. Development of a theory of change for the QI initiative can help articulate how the initiative will target children's development through direct and indirect pathways.	<ul style="list-style-type: none"> • How does the QI initiative support children's development? What are the direct and indirect pathways? • What features of the QI initiative can be strengthened or reframed to promote a greater focus on children's development? • What contextual and system features (e.g., QRIS quality indicators) need to be addressed to improve the focus on children's development?

The Road to Quality

From Classrooms to Systems

First 5 California Policy Summit 2015

The Road to Quality: From Classrooms to Systems

Tuesday, April 21, 2015
Sacramento, CA

Morning Agenda	
8:30 – 9:30 a.m.	Registration and Breakfast
9:30 – 10:00 a.m.	Welcome and Setting the Stage
10:00 – 11:00 a.m.	The Long Road from Quality Improvement to Children’s Development and Learning
11:00 a.m. – 12:30 p.m.	The California Journey: What We Are Learning and What It Means for Quality Improvement Efforts
12:30 – 1:30 p.m.	Lunch

Afternoon Agenda	
1:30 – 2:45 p.m.	County Roads to Quality: Where Are the Intersections and What Are the Infrastructure Needs?
2:45 – 3:15 p.m.	Break and Light Refreshments
3:15 – 4:30 p.m.	Creating a Map for Quality: Straightening the Winding Road
4:30 – 5:00 p.m.	New Directions in Quality: Where Do We Go From Here?




From Classrooms to Systems
Quality

First 5 California
Policy Summit
2015

Welcome and Setting the Stage

Camille Maben, Executive Director, First 5 California

Participating through video conference:
Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services





Shannon Rudisill

Associate Deputy Assistant Secretary for Early Childhood Development
Administration for Children and Families
U.S. Department of Health and Human Services



5



**From Classrooms to Systems
quality** **First 5 California
Policy Summit
2015**

**The Long Road from Quality Improvement to Children's
Development and Learning:**

**What the Latest Science Tells Us About How to Support
Teachers to Support Young Children**

Bridget Hamre, Research Associate Professor and Associate Director of
the Center for the Advanced Study of Teaching and Learning,
University of Virginia



6



The Long Road from QRIS to Children's Development and Learning: What the Latest Science Tells us About How to Support Teachers to Support Young Children

Bridget Hamre, Ph.D.

Center for Advanced Study of
Teaching and Learning



Collaborators

- Robert Pianta
- Jason Downer
- Jennifer LoCasale-Crouch
- Peg Burchinal
- Carollee Howes
- Catherine Scott-Little
- Karen LaParo
- Amanda Williford
- Jamie DeCoster
- Sonia Cabell
- Marcia Kraft-Sayre
- And many others!

Funders

- NICHD
- IES
- WT Grant
- Office of Head Start

Disclaimer

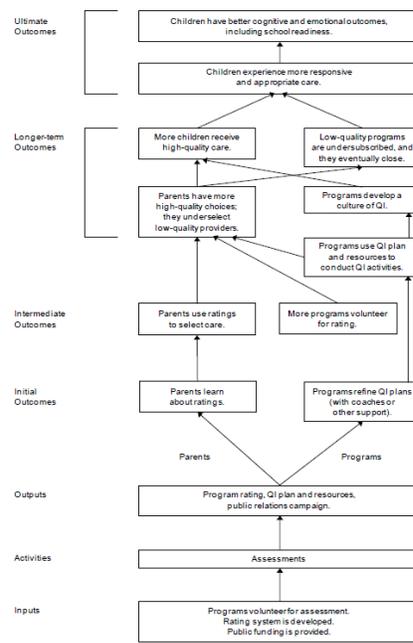
I am part owner of Teachstone Training LLC, a company that disseminates training on CLASS and MyTeachingPartner

A long road to
travel....



A long road to travel....

Figure II.3. Example of a Basic QRIS Logic Model—Vertical Display

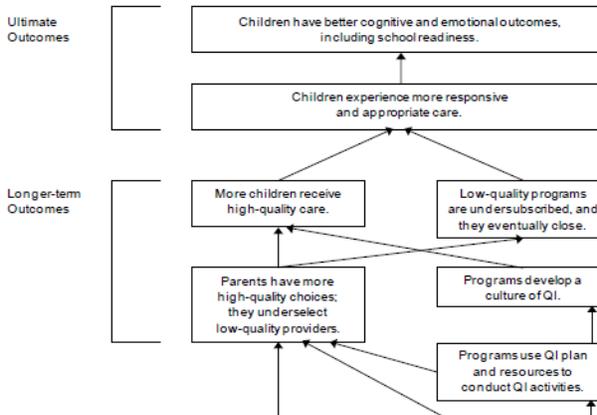


Source: Zellman and Peftman, 2008.



A somewhat shorter road....

Figure II.3. Example of a Basic QRIS Logic Model—Vertical Display



A long road to travel....



A long road to travel....



A long road to travel....



Interactions Matter!



Child Care and Stress



*70 to 80% of children in center-based care show increasing levels of **cortisol** throughout the day.*

Child Care and Stress



But children in classrooms with high Emotional Support are less likely to show this pattern.

Hatfield et al., 2013

Responsive Teaching at the Core



Cue detection

Contingent responding

Active engagement

Emotional Support

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Stud Perspectives

Classroom Organization

Behavior Management

Productivity

Learning Formats

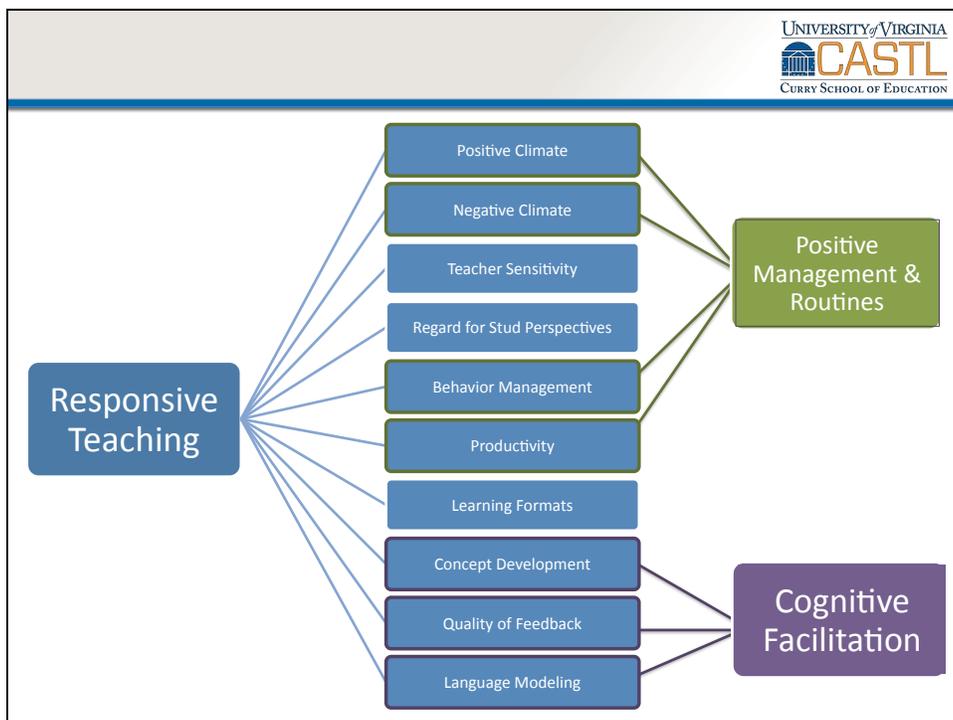
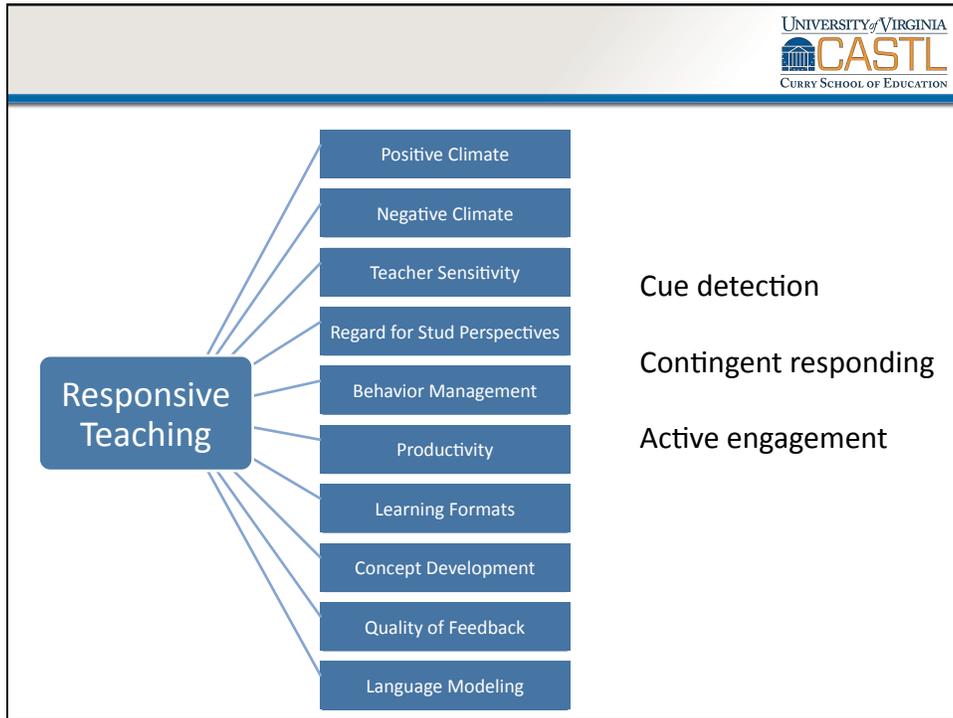
Instructional Support

Concept Development

Quality of Feedback

Language Modeling

Domains and Dimensions of the Classroom Assessment Scoring System (CLASS)



Children in classrooms with responsive teaching grow more across domains

Predicting Growth in Pre-k Year across Domains of Development

	Language	Literacy	Inhibitory Control	Working Memory	Teacher Child Relationships
Responsive Teaching	*	*		*	*

Hamre et al., 2014

Children in better managed classrooms develop better inhibitory control

Predicting Growth in Pre-k Year across Domains of Development

	Language	Literacy	Inhibitory Control	Working Memory	Teacher Child Relationships
Responsive Teaching	*	*		*	*
Positive Management & Routines			*		

Hamre et al., 2014

Children in classrooms with strong cognitive facilitation learn more

Predicting Growth in Pre-k Year across Domains of Development

	Language	Literacy	Inhibitory Control	Working Memory	Teacher Child Relationships
Responsive Teaching	*	*		*	*
Positive Management & Routines			*		
Cognitive Facilitation	*	*			

Hamre et al., 2014

Consistency is Important



Consistency in Emotional Support predicts better social and academic development and lower stress among children



Curby et al., 2014;
Hatfield et al., 2015

How Much is Enough?



Are there **thresholds** for the impact of interactions on children's development?

Associations between Emotional Support and outcomes are stronger above a 5

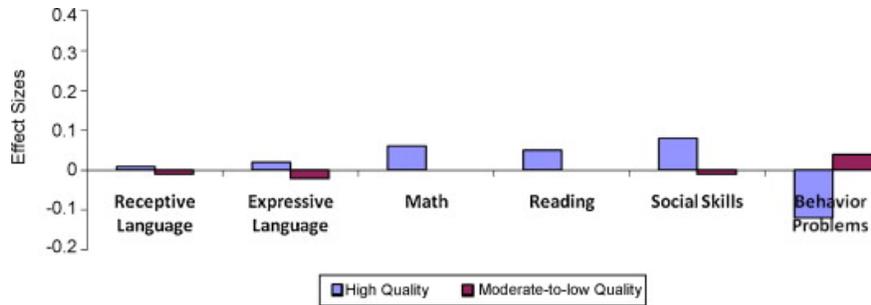


Fig. 1 Emotional Support effect sizes for high- and moderate-to-low-quality classrooms.

Burchinal et al., 2010

Associations between Instructional Support and outcomes are stronger above a 3.25

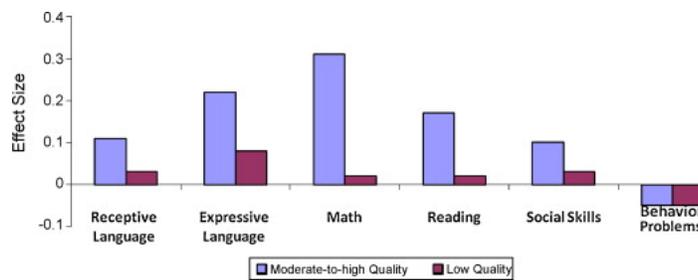


Fig. 2 Instructional Quality effect sizes for moderate-to-high- and low-quality classrooms.

Burchinal et al., 2010

Thresholds

- Findings on thresholds aren't always consistent – don't put too much weight in specific numbers...but general idea that we need to raise the quality of interactions to a certain level before it may really have an impact



1 2 3 4 5 6 7

But do these interactions support all our children?



Children in classrooms with strong Instructional Support made greater vocabulary gains in both Spanish and English over the Head Start year



Building vocabulary in two languages: An examination of Spanish-speaking Dual Language Learners in Head Start

Annemarie H. Hindman^{a,*}, Barbara A. Wasik^b

^a Psychological, Organizational and Leadership Studies, Temple University, United States
^b Psychological, Organizational and Leadership Studies, Temple University, United States

Summary

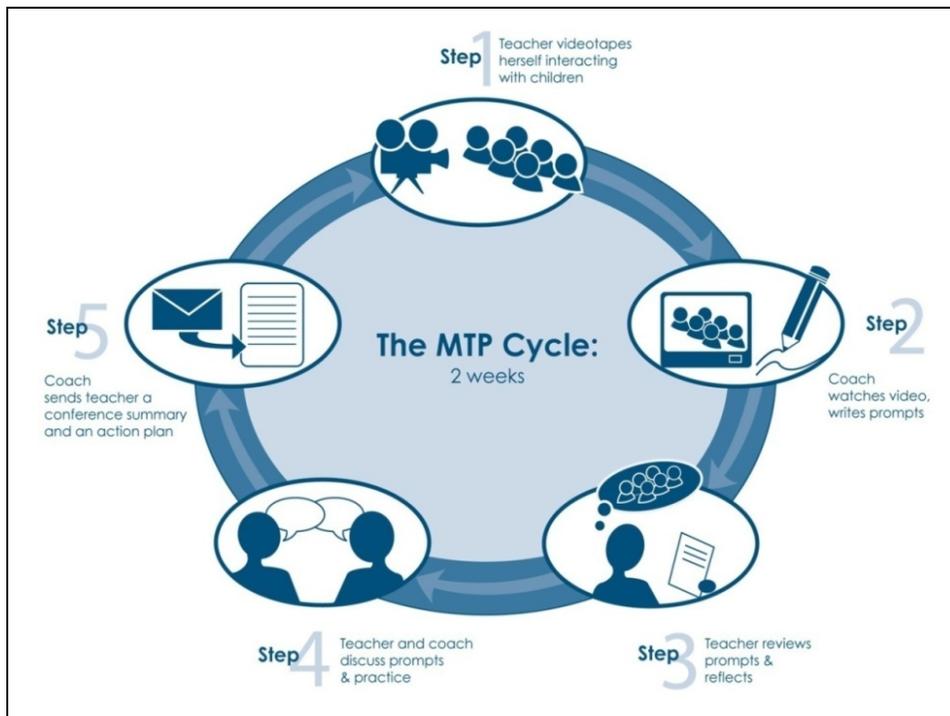
- Interactions matter
- Consistency is important
- Increasing evidence of importance of interactions for many children

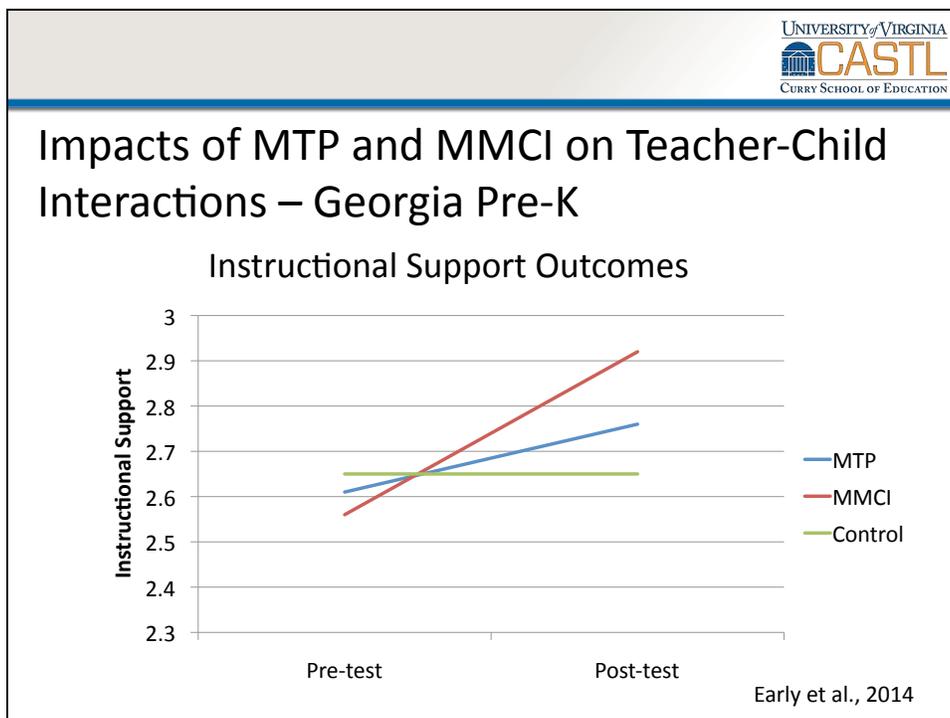
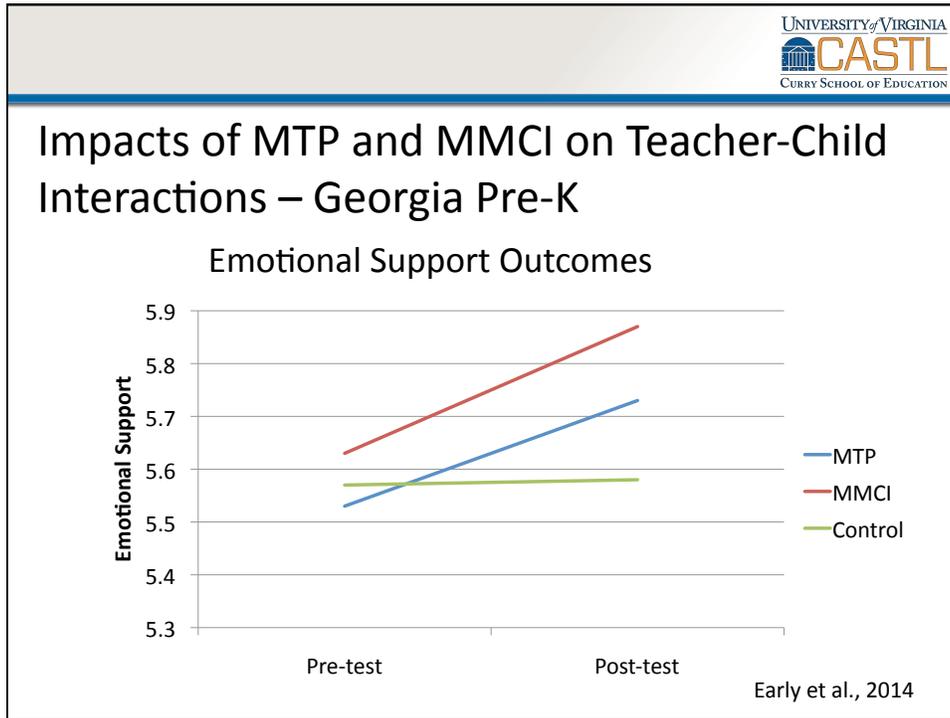
Questions for California

- How do these interactions play out in non-center contexts (much less research)?
- How do you decide what types of interactions to focus on?
- How can you prioritize resources toward teachers/programs in ways that are most likely to impact children's development?



Can we support teachers to change their interactions with children?





UNIVERSITY of VIRGINIA
CASTL
CURRY SCHOOL OF EDUCATION

Online Courses on Interactions



2 semester long course sequence

Course 1: Emotional Support and Classroom Organization

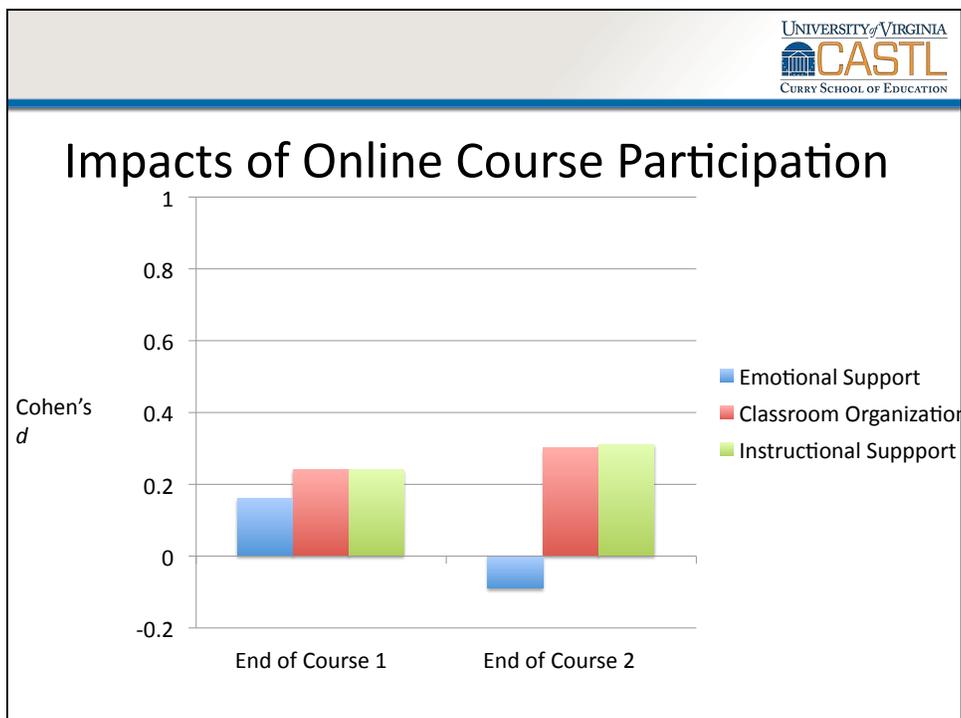
Course 2: Instructional Support



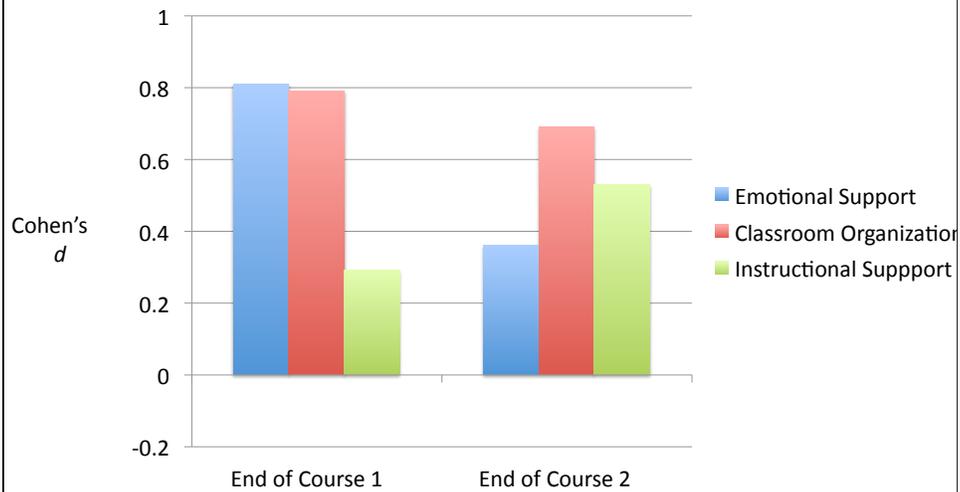
Activity 2: All About Concept Development

All About Concept Development

- Teach Information Clearly
- Identify essential features
- Provide examples and non-examples
- Repeat concepts throughout the day



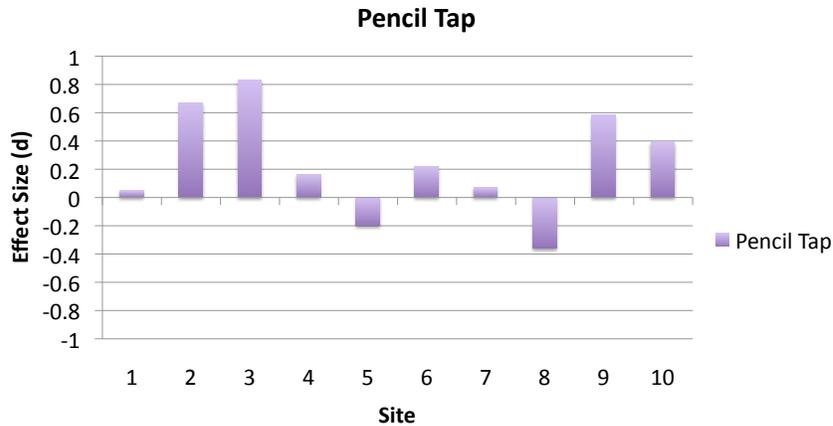
Better Outcomes with Instructor Conferences



What factors impact whether these interventions work or not?



NCRECE Effect Sizes for MTP in Follow Up Year by Site Inhibitory Control



Hamre et al., 2015

Site factors that may facilitate MTP impacts on children



Student Characteristics

- more poor children

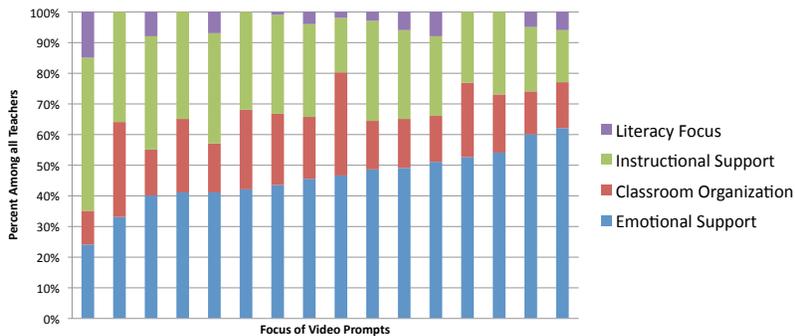
Classroom Characteristics

- focus on early literacy and language (curriculum, materials, time)

Hamre et al., 2015

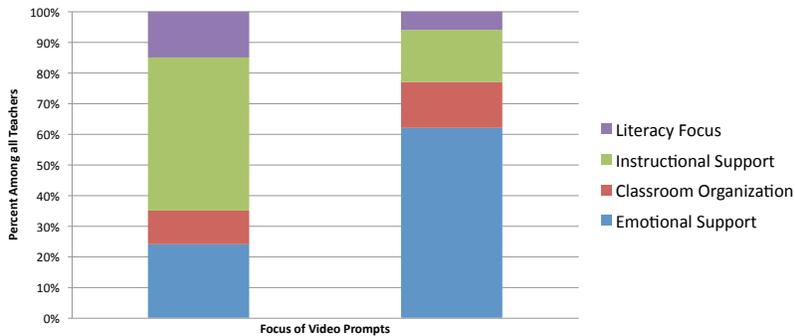
NCRECE STUDY - The Role of Coach

- Coaches vary in the content of their feedback to teachers

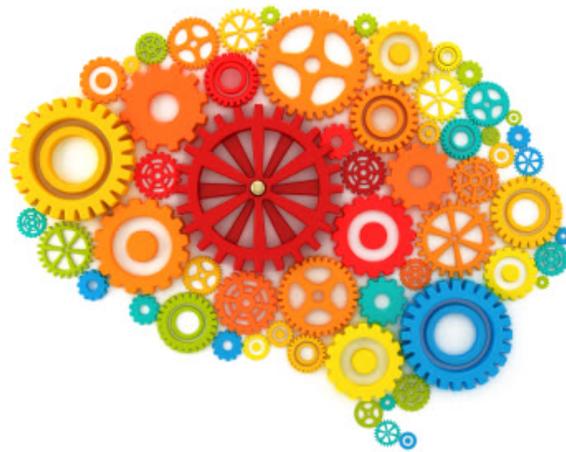


Content of MTP Cycles

- Coach 1, across all teachers, focused on instruction **almost 3 times** as much as coach 2!



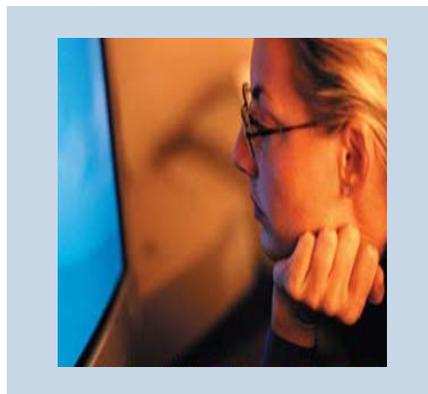
What makes these interventions work?



Seeing
teaching can
transform
teaching

“Seeing” as a Skill that can be Improved

- “Skill in detection” of effective teacher-child interactions associated with improved instructional support
- Gains in this skill help explain impacts of a college course on teaching practice



Hamre et al., 2012; Pianta et al., 2014;
Jamil et al., 2015

Summary

- Yes, we can support changes in teacher practice – at scale!
- Need to carefully attend to the context in which we are delivering these interventions.
- Need strong, systematic support for those delivering professional development.
- Need more opportunities for teachers to “see” teaching (effective and not) in self and others.

Questions for California

- How does participating in the QRIS really drive changes in teacher practice? Are these strong enough to translate into changes for children?
- What supports are in place to really push on quality of those delivering professional development?

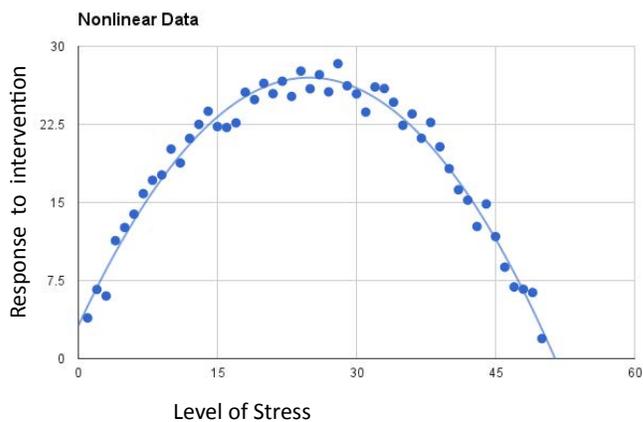
A long road to travel....



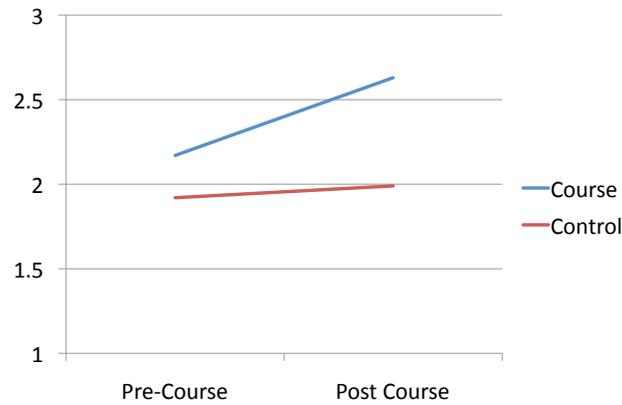
How are teachers responding?



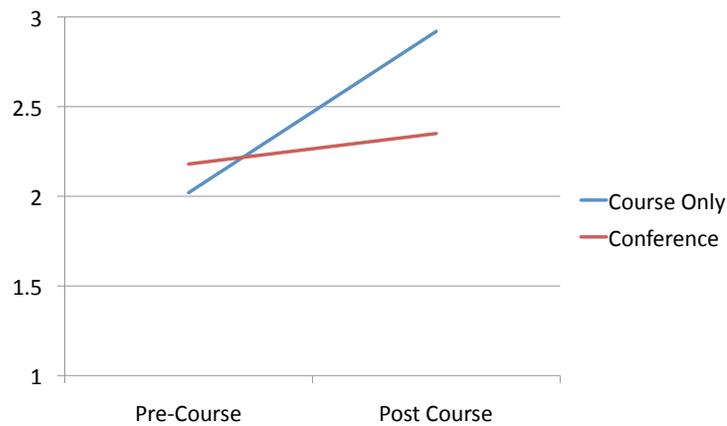
Stress and Response to Intervention



Teachers who took the ECI online course were more emotionally exhausted

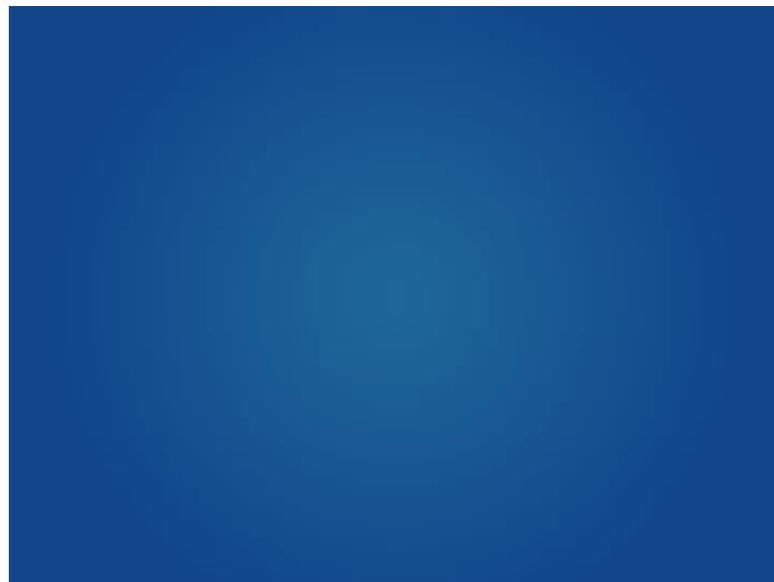


But...not if they had conferences about practice with their instructor



Big Picture Summary

- Parts of our quality improvement efforts must target interactions to be effective.
 - Don't lose focus on importance of emotional support!
 - But, also need to attend to content-specific interactions (e.g. literacy, math).
- Supporting changes in practices isn't easy – but is possible at scale.
 - Real attention needed to supporting those that support our teachers.
- Much more to learn! Need better research and practice connections.



Thanks!

Respondents

- County: **Laurel Kloomok**, Executive Director, First 5 San Francisco
- State: **Sarah Neville-Morgan**, Deputy Director, Program Management Division, First 5 California

Participating through video conference:

- Federal: **Deborah Spitz**, Education Program Specialist, Office of Early Learning at U.S. Department of Education
- Federal: **Ngozi Onunaku**, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, U.S. Department of Health and Human Services

Sarah Neville-Morgan

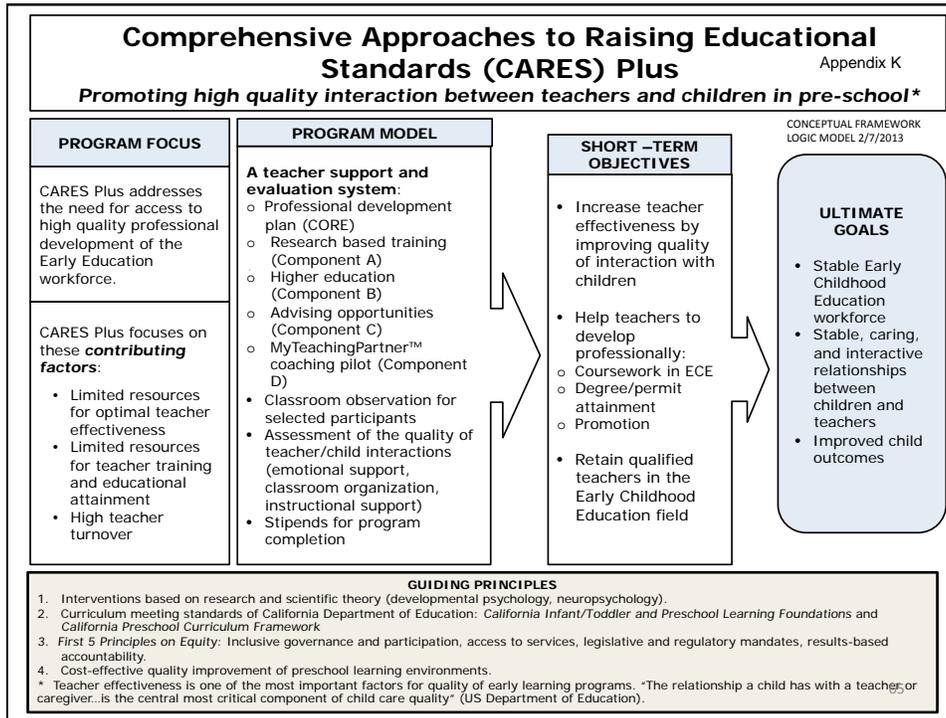
Deputy Director, Program Management
Division, First 5 California



First 5 - CARES Plus

The Need

- First 5 California launched the Comprehensive Approaches for Raising Educational Standards (CARES) in 2000 as a matching-funds program with 44 county commissions.
- In 2010, First 5 California launched the next iteration of the program – CARES Plus – to support early childhood educators in partnership with 34 counties.
- Since 2000, First 5 California has invested \$80 million and generated local investments of more than \$250 million while providing stipends to an average of 7,700 early childhood educators each year.
- Based on current research findings quality teacher/child interactions matter.
- Evaluation of CARES Plus shows improved teacher effectiveness following training provided by the program.



	First 5 CARES Plus Program Design
CORE	<ul style="list-style-type: none"> • Introduction to the CLASS® • Looking at CLASSrooms • CARES Plus Tobacco Training: Kids and Smoke Don't Mix • Annual meeting with a CARES Plus Advisor, completion a Professional Growth Plan, approved component requirements (elective, identified below), and completion of an annual participant survey.
Component A	<ul style="list-style-type: none"> • Minimum of 21 hours of California Department of Education-approved professional growth training • CLASS® observation (if randomly selected)
Component B	<ul style="list-style-type: none"> • Minimum of six units of higher education towards a degree in Early Childhood Education/Child Development (ECE/CD) or related field • CLASS® observation (if randomly selected)
Component C	<ul style="list-style-type: none"> • Serve as CARES Plus Advisor
Component D	<ul style="list-style-type: none"> • My Teaching Partner (MTP™) one-on-one professional growth coaching • Required to participate in CLASS™ observation

66



First 5 CARES Plus Findings

CARES Plus FYs 2010–11 through 2012–13:

- Components A and B supported improvements in the CLASS® domains of Emotional Support and Classroom Organization, but not improvement in Instructional Support.
- Component D (MyTeachingPartner™) supported improvement in the quality of interaction between teachers and children in the CLASS® domain of Instructional Support.
- Participants found the training to be useful and rated the program highly.

67



California's RTT-ELC Quality Continuum Framework – QRIS

CA-QRIS (15 elements total)	
Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
CORE I: Child Development and School Readiness	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
CORE II: Teachers and Teaching	
3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development 4. Classroom Assessment Scoring System® (CLASS®)	4. Effective Teacher-Child Interactions 5. Professional Development
CORE III: Program and Environment	
5. Ratios and Group Size (Centers only) 6. Environment Rating Scales (ERS) 7. Director Qualifications (Centers only)	6. Environment 7. Program Administration 8. Family Engagement

68

First 5 IMPACT - Draft Design

What is First 5 IMPACT?

- Centered around a network of local Quality Rating and Improvement Systems (QRIS) that better coordinate, implement, and evaluate early learning and development programs
- Focuses on:
 - Quality improvement that is inclusive of the entire Early Childhood System, including health, family support, and early learning AND
 - Giving families the information and support they need to promote and optimize their child’s development and to select the best early learning program for their child
- Creates a messaging platform around the importance of a high-quality Early Childhood System, helping inform and educate parents, the public, and policy makers

69

First 5 Implementation Step Levels

Implement	Step 1 – QI	Step 2 – QIS	Step 3 – QRIS
CA – QRIS	ONE element: <ul style="list-style-type: none"> • Local decision 	FOUR elements: <ul style="list-style-type: none"> • Teacher-Child Interactions • Family Engagement • 2 others, local decision 	<ul style="list-style-type: none"> • ALL elements of Rating Matrix • From Pathways, at minimum: <ul style="list-style-type: none"> • Teacher-Child Interactions • Family Engagement
Systems Functions	THREE systems functions: <ul style="list-style-type: none"> • Build Local Consortia • Finance Strategically • Recruit and Engage Participants 	SIX systems functions: <ul style="list-style-type: none"> • Build Local Consortia • Finance Strategically • Recruit and Engage Participants • Enhance and Align Standards • Create and Support Improvement Strategies • Ensure Accountability 	ALL SEVEN systems functions
Quality Improvement Plan	Not required	Required of all sites	Required of all sites
Tiered Rating	Not required	Not required	Required

70

FIRST5 CALIFORNIA **First 5 IMPACT – T&TA**

Strong Workforce, Strong Families

Develop a strong workforce to drive continuous quality improvement

Coordinate systems to support quality and early educator-family connections

Build early educator capacity to connect with, strengthen, and support families

71

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Office of Early Learning at U.S.
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FIRST5 CALIFORNIA **early education effectiveness exchange** **ZERO TO THREE** **WestEd** Center for Child & Family Studies

72



The slide features a blue background with a white-to-blue gradient. At the top left is a circular logo with a road winding through it, containing the text "The Road to Quality". To its right is the text "From Classrooms to Systems to Quality". Further right is the main title "First 5 California Policy Summit 2015" in green. Below the title is the subtitle "The California Journey: What We Are Learning and What It Means for Quality Improvement Efforts". Underneath are the names and titles of three speakers: Heather Quick, Susan Savage, and Holli Tonyan. At the bottom is a footer with logos for FIRST5 CALIFORNIA, early education effectiveness exchange, ZERO TO THREE, the number 73, and WestEd Center for Child & Family Studies.

The Road to Quality

From Classrooms to Systems to Quality

First 5 California Policy Summit 2015

**The California Journey:
What We Are Learning and What It Means for
Quality Improvement Efforts**

Heather Quick, Principal Researcher, American Institutes for Research

Susan Savage, Director of Research and Evaluation, Child Care Resource Center

Holli Tonyan, Associate Professor, California State University Northridge

FIRST5 CALIFORNIA | **early education effectiveness exchange** | **ZERO TO THREE** | 73 | **WestEd** Center for Child & Family Studies



The slide has a dark blue background with white text. The main title is "Are We on the Right Road?" followed by the subtitle "Early Validation Results for California's Quality Rating and Improvement System (QRIS)". Below this is the speaker's name "Heather Quick" and affiliation "American Institutes for Research (AIR)". At the bottom left is the AIR logo.

Are We on the Right Road?

Early Validation Results for
California's Quality Rating and
Improvement System (QRIS)

Heather Quick
American Institutes for Research (AIR)

AIR
AMERICAN INSTITUTES FOR RESEARCH

Overview

1. What is California's QRIS?
2. How far along is the QRIS?
3. How well does the QRIS define quality?
4. How well do QRIS ratings differentiate programs based on quality?
5. What are the next steps for strengthening the QRIS?

What is California's QRIS?

California's RTT-ELC QRIS

- A quality rating and improvement system (QRIS) is a set of ratings used to assess and improve early learning and care programs
- California won a Race to the Top–Early Learning Challenge (RTT-ELC) grant to develop a locally driven QRIS
- A network of 17 RTT-ELC county consortia adopted a common set of rating criteria that allows for some local determination of rating level requirements

Validation of the RTT-ELC QRIS

- The RTT-ELC grant requires an independent evaluation and validation of the rating system, which is being conducted by American Institutes for Research and partners:
 - RAND Corporation
 - Survey Research Management
 - Allen, Shea, & Associates
- The study examines the validity of the system and outcomes associated with participation in the system
- Preliminary findings from the first year of the study are presented here

How Far Along is the QRIS?

Early in the Implementation Phase

- In 2013, 17 consortia began implementing QRISs in 16 counties
- Building on pre-existing quality improvement systems
- Following a phase-in plan; not all activities are implemented
- As of January 2014:
 - 472 programs (365 centers, 107 FCCHs) had been fully rated
 - An additional 800 had incomplete or provisional ratings
- Ratings generally have not yet been made public

How Well Does the QRIS Define Quality?



81

Quality Elements Comprising the RTT-ELC Hybrid Rating Matrix

DOMAIN	ELEMENT
CHILD DEVELOPMENT & SCHOOL READINESS	1. Child Observation Practices
	2. Developmental and Health Screenings
TEACHERS & TEACHING	3. Lead Teacher/Provider Qualifications
	4. Teacher-Child Interactions: CLASS Assessments
PROGRAM & ENVIRONMENT – ADMINISTRATION & LEADERSHIP	5. Ratios and Group Size (<i>centers only</i>)
	6. Program Environment Rating Scale(s)
	7. Director Qualifications (<i>centers only</i>)



82

Elements with Strongest Evidence Base and/or Support in Other States

DOMAIN	ELEMENT
CHILD DEVELOPMENT & SCHOOL READINESS	1. Child Observation Practices
	2. Developmental and Health Screenings
TEACHERS & TEACHING	3. Lead Teacher/Provider Qualifications **
	4. Teacher-Child Interactions: CLASS Assessments
PROGRAM & ENVIRONMENT – ADMINISTRATION & LEADERSHIP	5. Ratios and Group Size (<i>centers only</i>)
	6. Program Environment Rating Scale(s) **
	7. Director Qualifications (<i>centers only</i>) **

Quality Elements that Are Less Well Addressed

- Unlike many other states, the matrix does not include:
 - A separate element for curriculum or alignment with early learning foundations
 - A separate indicator for family engagement or partnership
- Other elements considered important but not included:
 - Cultural/linguistic diversity
 - Dual language learning
 - Inclusion of children with special needs

How Well Do QRIS Ratings Differentiate Programs Based on Quality?

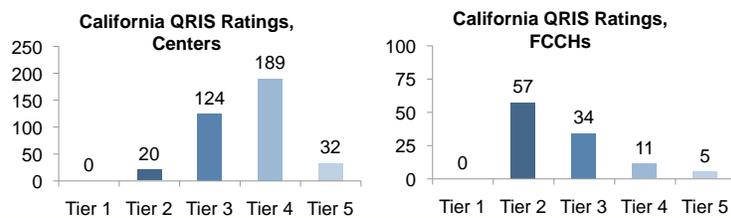
Study Approach

- Examined the distribution of the ratings produced by the consortia
 - 472 programs with full ratings
 - QRIS ratings and element scores
- Compared ratings against independent measures of quality to see how closely they align
 - Classrooms in 175 sites were observed in spring 2014
 - Classroom Assessment Scoring System (CLASS)¹ and Program Quality Assessment (PQA)² administered in each

¹ Pianta, LaParo, & Hamre (2008); ² HighScope Educational Research Foundation (2003)

Distribution of QRIS Ratings

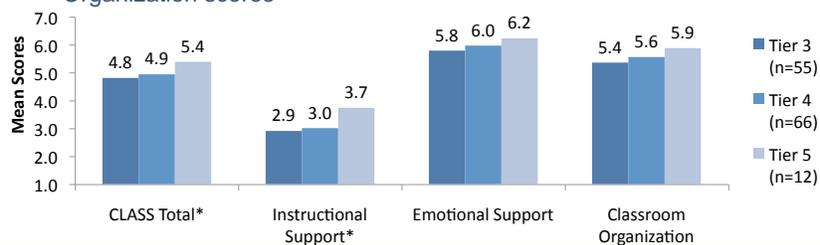
- The distribution of ratings among fully-rated programs is limited
 - No programs at Tier 1 and relatively few at Tier 5
 - On average, ratings are higher for centers than FCCHs



87

Relationship Between QRIS Ratings and Independent Measures of Quality: CLASS

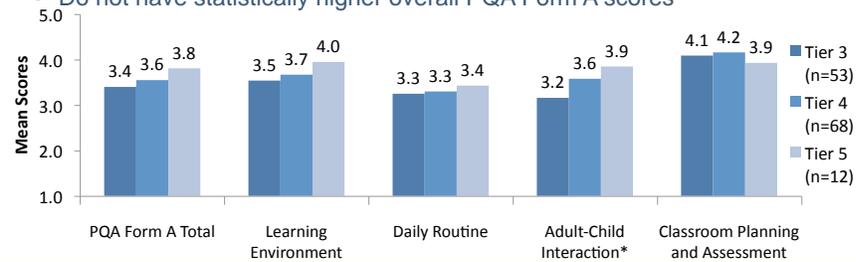
- Programs with higher QRIS ratings:
 - Have statistically higher CLASS total scores
 - Have statistically higher PreK CLASS Instructional Support scores
 - Do not have statistically higher PreK CLASS Emotional Support or Classroom Organization scores



88

Relationship Between QRIS Ratings and Independent Measures of Quality: PQA

- Programs with higher QRIS ratings:
 - Have statistically higher PreK PQA Adult-Child Interaction scores
 - Do not have statistically higher scores on other PreK PQA scores
 - Do not have statistically higher overall PQA Form A scores



Study Limitations

- Limited variation in ratings across participating programs
- Smaller than anticipated sample for the concurrent validity analyses
- The RTT-ELC QRIS is relatively new and not fully implemented
- Additional validation work is still underway

Thus, conclusions should be considered preliminary

What Are Next Steps for Strengthening the QRIS?

Potential Next Steps for the QRIS

- **Address challenges around program quality assessment**
 - Challenges of obtaining trained assessors for the Environment Rating Scales (ERS)
 - Exploring modifications to the hybrid matrix
- **Complete ratings on more programs**
 - More family child care homes
 - Programs with varied funding sources and without quality requirements already in place
- **Strengthen data systems to better support accountability and further validation work**

Next Steps for the Evaluation

- Examine outcomes for children participating in programs with different rating levels
- Examine the connections between quality improvement supports, changes in program quality, and children's developmental outcomes



93

For additional information:

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94



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Are You In?
Family Child Care Providers' Experiences in Quality Improvement – A California Child Care Policy Research Partnership

Family Child Care and Quality Improvement Efforts

Susan Savage
Director of Research

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Where are California's Children?

- 62% of California's children ages 0-5 years spend some part of their day in the care of someone other than a parent
- 716,610 spaces in Centers
- 335,719 spaces in Family Child Care Homes
- Nearly half of all children 0-5 years spend time in Family, Friend, and Neighbor care (Boushey & Wright, 2004)

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Who Chooses Licensed Family Child Care?

- Parents who have infants and toddlers (Laughlin, 2013)
- Parents who are low-income (Johnson 2005; Layzer & Goodson 2006; NICHD Early Child Care Research Network 2004)
- Parents of color (Laughlin 2013)
- Of the 32,282* low-income 0-2 year olds served in California's subsidized child care system:
 - 63.2% are in home-based settings (47.8% in licensed FCCHs; 15.8% in Family, Friend and Neighbor care)

* NOTE: this number is an average across the FY 2013/2014

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Quality Matters, Particularly for...

- Children from low-income families
- Hispanic children
- Dual language learners and children of immigrant families
- Children with special needs

Yoshikawa et al. (2013)

- NOTE: but most of this research is center-based

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Quality in FCCHs = Child Outcomes

- Children in **higher quality** FCCHs have higher **sixth grade vocabulary** (Belsky et al., 2007)
- Children in FCCHs that experience more **cognitively stimulating interactions** performed better in **language, cognition and social measures** (Clarke-Stewart et al., 2007)
- Higher **instructional quality** in FCCHs is positively related to **school readiness and emotional health** and negatively related to **problem behaviors** (Forry et al., 2013)

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Quality - Support - Development - Education

What do FCC Providers Need for Quality?

- **One-on-one support** (e.g., coaching; networks) is related to increases in quality in FCCHs (Bromer, Van Haitsma, Daley, Modigliani 2009; Bryant et al. 2009; McCabe & Cochran 2008; Ota & Austin 2013)
- Program based on **unique needs** of the home-based setting, provided **over time**, with **on-site** assistance, and a **social support component** (Bromer et al., 2009; Hallam & Bargreen, 2013; Koh & Neuman, 2009)
- TA needs to be of **high intensity**, driven by the **quality improvement plan**, and **relationship-based** (Hallam, 2014 Build QRIS Conference)

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What do These Supports Lead to?

- Coaching **intensity** – related to increase in **knowledge** of resources, quality **ECE practices**, and **efficacy** in impacting children’s language and literacy (Savage, Pillado, & Gurrola, 2014)
- **On-site** coaching is related to the foundational elements of effective coaching such as **relationship-building, goal-setting, modeling, connecting to networks, achieving goals, and satisfaction** with coaches (Savage, Pillado, & Gurrola, 2014)

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What Barriers Need to be Removed?

Barrier	Solution
Many professionals coming in and out of the home (Hallam, 2014 QRIS Conference; CCRC, 2014)	Align systems that result in multiple people visiting the same home
Mistrust	Leverage existing relationships and infrastructure <ul style="list-style-type: none">• Indiana has a 64% participation rate for FCCHs: Used the Child Care Resource and Referral infrastructure

“I’ve found that since I have no help it’s hard to have someone here from an agency and take care of the children’s daily needs. I have to keep my eyes & ears in tune with the children and listen to what the person from the agency [says].”

“We have enough people coming.”

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What Barriers Need to be Removed?

Barrier	Solution
<p>Cost: barrier to college, professional development, and quality</p> <ul style="list-style-type: none"> • Median Income: \$25,000 • Income is inconsistent (39%) • 12% drop in FCCHs 2008-2012 	<p>On-going stipends for quality (e.g., EHS-CCP); align with subsidized child care system</p>
<p>Time/day</p> <ul style="list-style-type: none"> • 60.6% operate evening and weekend care • 53.7 hours/week 	<p>On-site assistance during business hours with a substitute; remote</p>
<p>Location: Location is a barrier in rural areas</p>	<p>Remote services (not necessarily internet-based); area mentors</p>

(Savage, Pillado, Gurrola, 2014; Tonyan & Savage, 2014)

“The management of time is a challenge. Having responsibility with my family and others plus my personal development on Early Childhood Care is quite a commitment.”

103

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Measure the Unique Value-add of FCCHs

- Global measures of quality are currently being questioned in the research literature (Zaslow et al., 2010)
- We need tools that accurately reflect quality in FCC (Zaslow, Tout, Halle, & Martinez Beck, 2011)
- Provider-family relations may be an important factor to consider given its relationship with child and family outcomes (Forry, Moodie, Simkin, & Rothenberg, 2011)
- Mixed-age groups

104

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In Sum

- FCCH offer unique option well suited for **infant/toddler care** and flexible care for **low-income families** (48% of CA subsidized infant/toddlers)
- **Quality** care is even more important for the following children: **low-income, color, dual language learners, immigrant, special needs**
- Quality in FCCHs can be impacted by: providing **One-on-one support** (e.g., coaching), being **on-site (with a substitute) and over time**, include a **social support** component, be of **high intensity**, driven by the **quality improvement plan**, and **relationship-based**
- **Reduce barriers to quality improvement by: Aligning systems** to reduce burden of multiple visitors and **use existing infrastructure** and relationships that connect with FCCHs; provide On-going (not one-time) **stipends** for continual high quality; help connect those in **rural** areas to **mentors or a remote option** that doesn't rely on internet.
- Measure the unique **value-add of FCCHs**: relationships, mixed-age groups, flexibility

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Thank you!

- Providers who give us their valuable time.
- Members of our Advisory Working Group and many research partners, particularly California State University, Northridge, California Department of Education, First 5 California, Crystal Stairs, LAUP, LA County Office of Child Care.
- Grants funded by multiple agencies including First 5 LA, LAUP, Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- The contents of this presentation are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

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Family Child Care and Quality Improvement Efforts: Pathways for Engagement

Holli A. Tonyan
April 21, 2015
First 5 California
Policy Summit 2015



Family Child Care Providers' Experiences in Quality Improvement – A California Child Care Policy Research Partnership

California State University
Northridge

College of
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Overview

- Improvement toward what destination?
What do we mean by quality?
- Quality as Opportunities for Learning and Development
- Characteristics of Family Child Care Homes
- Quality Improvement

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Quality: Are we capturing what really matters (and to whom)?

- We have made substantial progress in identifying predictors of children's outcomes (e.g., NICHD SECCYD, EHS Evaluation)
- What if we're not selecting the right outcomes?
 - Emotion regulation and self-regulation
 - Close relationships
- Our ideas of what quality can be might limit what we see as possible

110

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Tensions to Balance

- How can we do BOTH:
 - strive to provide the best for children
 - understand that there is no “one best way” to raise children (Rogoff, 2003)
- New approach: quality is the alignment between
 - children’s experiences or opportunities to practice
 - expectations about what is important for children’s development in the local context

111

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A New Model for Quality

The diagram on the left shows Bronfenbrenner's ecological systems model with concentric circles: Individual Child at the center, surrounded by the Microsystem (Family, Peers, Siblings, School Board, Parents' Work Environment, Media), the Mesosystem (Neighborhoods, Social Conditions), the Exosystem (Extended Family, Culture, Economic System), and the Macrosystem (Laws, History). A red arrow points from the Individual Child level to the Ecocultural Niche model on the right.

The Ecocultural Niche model is a box containing:

- Cultural Models (Belief Systems)** and **Physical & Material Working Conditions** on the left, with a double-headed arrow between them.
- Activity Organized into Daily Routine** on the right, which includes **Sustainability of Daily Routine** and **Opportunities for Children's Learning and Development**.
- Arrows point from the Cultural Models and Physical & Material Working Conditions to the Activity Organized into Daily Routine.

Based on Weisner, T. (2002). Ecocultural understanding of children's developmental pathways. *Human Development*, 45, 275-281.

First element:
Ecocultural niche (like a microsystem)

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Second Element: Activities – Stepping Stones on Pathways of Development (Weisner, 2002)

Opportunities for Learning & Development

Wonderlane
Kids at Kubota Garden 2003 from Seattle Municipal Archives
Stepping Stones Awash by skipnlick

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```
graph TD; A[Belief Systems or Cultural Models] --> B[Physical and Material Conditions]; B --> C[Daily Routine]; C --> D[Sustainability of Daily Routines]; C --> E[Opportunities for Children's Learning and Development];
```

Third Element: Belief Systems or Cultural Models

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Belief Systems or Cultural Models

- 🕒 Two cultural models:
 - 🕒 Love, fun, togetherness (Close Relationships)
 - 🕒 School readiness/enrichment
- 🕒 FOR EACH:
 - 🕒 some providers value, enact, and see
 - 🕒 some do only some: value, but not enact or see; or value and enact, but do not document
 - 🕒 some do NOT value

See also, Tonyan, H. A. (April, 2013). Understanding Home-Based Care as a Culturally Organized Ecological Niche: Cultural Models and the Organization of Daily Routines. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, Washington. Handout available at <http://www.csun.edu/~htonyan/>

115

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Pilot Data: Cultural Models

Low: NOT valuing, enacting, or seeing
 Medium: value, enact OR see
 High: value, enact AND see

Close Relationships				
School Readiness	Low	Mod	High	Total
Low	1	1	2	4
Mod	5	14	9	28
High	1	7	13	21
Total	7	22	24	53

Preliminary data

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Ecocultural Niche

Belief Systems or Cultural Models

Daily Routine

Physical and Material Conditions

Sustainability of Daily Routines

Opportunities for Children's Learning and Development

Fourth Element: Physical and Material Conditions

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“Complexity” versus “challenge”

- “Challenge” includes the conditions and resources
- “Complexity” to tease apart the conditions (from resources)
 - 👁 number of people (children, helpers)
 - 👁 funding streams
 - 👁 diversity of children (ages, ethnicity) and children's families
 - 👁 types of services (offered and used)

Pilot Data	
Low	12
Mod	23
High	18

Low: low across domains
 Moderate: high on only one domain
 High: high across two or more domains

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Ecocultural Niche

Belief Systems or Cultural Models ↔ **Physical and Material Conditions**

Daily Routine

- Sustainability of Daily Routines
- Opportunities for Children's Learning and Development

Fifth Element: Daily Routine

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Characteristics of the Overall Daily Routine

	Defined	Low	Med	High
Variety	How many different kinds of activities? (beyond routine care)	Unspecified ("play" or "free choice")	2-3 types of activity ("play" "large group")	≥ 4 types of activity (e.g., "choice," "song," "stories," "movement")
Structure	How similar are activities from one day to the next?	Varies from day to day	A set schedule with large blocks of activity	A set schedule with short blocks of activity (15-20 min blocks)

Tonyan, H. A. (2014 - Online). Everyday routines: A window into the cultural organization of family child care. *Journal of Early Childhood Research*. <http://dx.doi.org/10.1177/1476718X14523748>

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The diagram, titled "Ecocultural Niche", shows a central box for "Daily Routine". To its left are two boxes: "Belief Systems or Cultural Models" and "Physical and Material Conditions", with double-headed arrows connecting them to the "Daily Routine" box. Inside the "Daily Routine" box, there are two sub-sections: "Sustainability of Daily Routine" (in a blue rounded rectangle) and "Opportunities for Children's Learning and Development" (in a grey rounded rectangle).

Sixth Element: Sustainability of Daily Routine

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Sustainability of Daily Routines

- Predictability and stability
- Fit with resources
- Personal meaning
- Balances competing stakeholder interests (i.e., provider, children, children's families and possibly provider's own family and helpers)

Level	Description	Pilot Data
Sustainable	High on all components	27
Sustainability in Doubt	Isolated or temporary strains As long as things don't get worse...	23
Unsustainable	Something has to get better...	3

122

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Engaging in Quality Improvement

Level	Working Definition	Preliminary Counts
Sustaining QI (high):	Providers regularly and consistently take active steps to improve their own practice in ways that impact daily routine activities with children	23
Periodic or Episodic (medium):	Providers take at least some active steps to improve their own practice. They have, at times, engaged in QI, but this is not part of their daily routines or ongoing professional practice.	25
Satisfied (low):	Providers are satisfied with their own practice or take no active steps to improve their own practice or improve family child care more broadly (beyond their own child care).	5

123

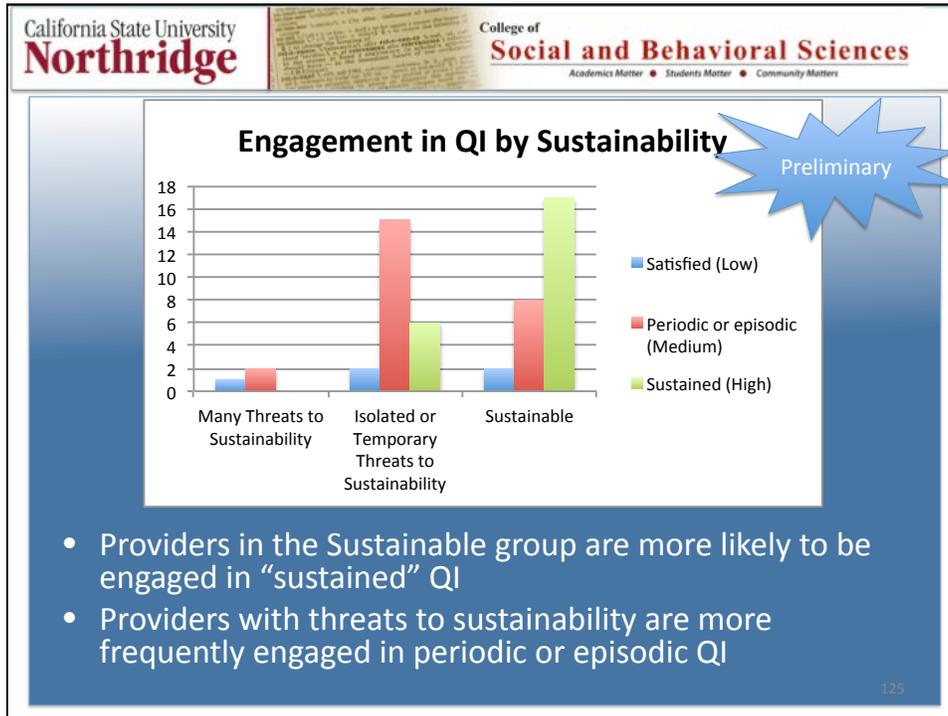
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Engaging in Quality Improvement

Group	Satisfied (Low)	Periodic or episodic (Medium)	Sustained (High)
QRIS	0	8	12
QIS	0	8	10
Not In	5	9	1

- “In” QRIS group have just begun QRIS; higher to start
- “In” QIS have been in for a while
- “Not In” are not in any coach-directed QI

124



Conclusions

- QI must focus squarely on opportunities for learning and development (children and providers)
- We need to help providers move toward multiple “destinations” and incorporate cultural models
 - Close Relationships and School Readiness
 - Other?
- We need to better understand the working conditions (complexity, adult learning environment)
- Without attention paid to sustainability, QI can not succeed
 - At the provider and program levels (same in FCCH)
 - At the system level

126

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Acknowledgements

- Providers who have shared their stories with us and many research partners, particularly Child Care Resource Center, California Department of Education, First 5 California, Crystal Stairs
- This four-year grant was funded by the Child Care Research Partnership Grant Program, Grant Number 90YE0153, from the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, but builds from work supported by NIH Research Infrastructure in Minority Institutions (RIMI) from the National Institute of Minority Health and Health Disparities, P20 MD003938.
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- The contents of this presentation are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

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Social and Behavioral Sciences
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Thank you!

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- (818) 677-4970
- Project web page:
www.areyouinpartnership.com

128

Respondents

- County: **Kathleen Guerrero**, Executive Director, First 5 El Dorado and **Lani Schiff-Ross**, Executive Director, First 5 San Joaquin
- State: **Cecelia Fisher-Dahms**, Quality Improvement Office Administrator, Early Education and Support Division, California Department of Education

Participating through video conference:

- Federal: **Deborah Spitz**, Education Program Specialist, Office of Early Learning at U.S. Department of Education
- Federal: **Ngozi Onunaku**, Senior Policy Analyst for Early Childhood Development and Education, Administration for Children and Families, U.S. Department of Health and Human Services



The Local Response: El Dorado and San Joaquin Counties



THE CALIFORNIA JOURNEY:
WHAT WE ARE LEARNING AND WHAT IT MEANS FOR QUALITY IMPROVEMENT
EFFORTS

FIRST 5 CALIFORNIA/E4 POLICY MEETING, SACRAMENTO CA
APRIL 21, 2015

Where are the Children?



EL DORADO

- 75% children 0-12 with parents in the labor force.
- 3,137 spaces in Centers
- 1,302 spaces in Family Child Care Homes
- 64% child care requests are for full time care of children ages 0-5.
- RTT-ELC Target: 89 Sites



SAN JOAQUIN

- 63% children 0-12 with parents in the labor force.
- 10,404 spaces in Centers
- 6,498 spaces in Family Child Care Homes
- 85% child care requests are for full time care of children ages 0-5.
- RTT-ELC Target: 195 Sites

PRESENTER'S NOTES:

Where are the children?

- El Dorado County is a mix of rural and suburban with a population of 185,000.
- The number of children ages 0-5 is estimated at about 8,500.

131

Evaluation Response: Findings

Overall, quality improvement strategies are best implemented through key service delivery elements. Services should be:

- Described and prioritized in a *quality improvement plan* to site individual needs.
- Provided through a *mentor/coach* that can build a *relationship* and develop trust.
- Offered flexible delivery with a priority to support providers *on site* while incorporating other learning options.
- Designed to support successful curriculum implementation with *both providers and children learning*.

PRESENTER'S NOTES:

Evaluation Response: Findings

- Overall, in agreement with the findings.
- Providers often agree to participate when they trust the person and the services are individualized.
- On site services reduce isolation. Many enjoy the relationship and knowing they have someone to call when they have questions.
- Adding daily routines and curriculum promote the relationship between teachers and children.

132

Evaluation Response: State vs. Local Findings



EL DORADO



SAN JOAQUIN

Priority to fund a local "QIS" using simple strategies:

- Highly trained mentors
- Site Improvement Plans
- Education Plans

Leverage external funding for "R", assessors and incentives.

- Priority to focus on family child care homes by conducting parent and community outreach.
- Outreach is successful when there is a capacity to recruit and rate providers within a reasonable timeline.

PRESENTER'S NOTES:

Evaluation Response: State vs. Local Findings
Simple system so providers understand and can navigate independently

- Mentors assigned to a caseload provide regular support
- Provide personalized, on-site support guided by a site improvement plan
 - Qualified to assess programs in ERS and CLASS

Incentives to support implementation of the plan

- Staff – educational and professional development (CARES/ AB 212)
- Site – site improvement funding for environment (RTT)
- Achievement – for programs achieving Tier 3 and above

Training and Professional development offered to meet individual needs

- Site based
- Community Based
- Electronically accessibility

133

Evaluation Response: Successful Strategies



EL DORADO



SAN JOAQUIN

All participating providers are assigned a coach/mentor.

- Tier 1-2 focus on language and literacy development.
- Tier 3-5 focus on matrix elements.

Successful Strategies include:

- Coaches for family child care homes (FCCH) and centers.
- Enhanced coaching for FCCH as they are typically new to QRIS.

Challenges in reaching multicultural populations

PRESENTER'S NOTES:

Evaluation Response: Successful Strategies

Increase participation of Family Child Care Providers in Tiers 1 and 2

- Support provided by Early Childhood Literacy Specialists
- Curriculum guided by Foundations and Framework
- Site Improvement incentives support the curriculum
- Family engagement achieved through book bags

Reduce assessment costs and build sustainability

- Training Coaches/Mentors to reliability
- External to program when assessing

- Each program funds their own Coaches/Mentors for sustainability

Integrated program funding

- Coordination through local child care planning council (LPC, RTT, First 5)
- Funding streams assigned to strategies
 - Mentors/Coaches by program type (First 5, CSP, Head Start, CSPP)
 - Incentives (AB 212, CARES, RTT)
- Training and Professional Development (CDE, Head Start, R&R, etc.)

134

Lessons Learned: Supports and Challenges



EL DORADO



SAN JOAQUIN

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Supports: History of local collaboration, blended funding, and vision for all ECE providers. ▪ Challenges: Establishing local consortia prior to funding announcements, policies and procedures for decision-making, reporting, and sustainability. | <ul style="list-style-type: none"> ▪ Supports: History of local collaboration, blended funding, and vision for all ECE providers. ▪ Challenges: Building an assessor management systems and grant funding timelines. |
|--|--|

PRESENTER'S NOTES:
Lessons Learned: Supports and Challenges

- Supports: Local Partnerships
- Universal services
 - Collaborative Vision
 - Structure for decision making
 - Mutual respect
 - Determination

- Challenges: Managing Funding Streams
- Transitions between grant funding
 - Reporting
 - Data Collection
 - Grant funding limitations

Lessons Learned: Collaboration



EL DORADO



SAN JOAQUIN

<p>Collaboration is key to developing a system that is universal, uses a single point of entry, and promotes equity across all licensed early care and education providers.</p>	<p>Success is built on collaborative relationships and transparent communications, promoting equity, buy-in and engagement.</p>
---	---

PRESENTER'S NOTES:
Lessons Learned: Collaboration

- Establish a local body for recommendations and decision making
- Develop guidelines for decision making
- Transparency in community
- Strong communication

Lessons Learned: Systems Change



EL DORADO



SAN JOAQUIN

- Support for consistent, local program and fiscal leadership.
- Flexibility in grant implementation to meet local needs.
- Statewide support for the “R”, including assessors, incentives, data collection and reporting.
- Statewide support for Assessors is appreciated.
- Need system-level supports to align quality initiatives, promote family engagement, offer provider incentives, and deliver consistent messaging.

PRESENTER'S NOTES:

Lessons Learned: Systems Change

- Opportunities for creative implementation within grant funding guidelines
- Collaborative signatures
- Consolidate funding streams to reduce administration
- Statewide support for the Ratings

137

Contact Information



EL DORADO



SAN JOAQUIN

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138




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Administration for Children and Families,
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Services




139


Afternoon Agenda

1:30 – 2:45 p.m.	County Roads to Quality: Where Are the Intersections and What Are the Infrastructure Needs?
2:45 – 3:15 p.m.	Break and Light Refreshments
3:15 – 4:30 p.m.	Creating a Map for Quality: Straightening the Winding Road
4:30 – 5:00 p.m.	New Directions in Quality: Where Do We Go From Here?






County Roads to Quality: Where Are the Intersections and What Are the Infrastructure Needs?

Facilitator: **Michelle Thomas**, RTT-ELC TA Specialist

Panelists:

Celia C. Ayala, Ph.D., Chief Executive Officer, LAUP

Kim Gallo, Executive Director, First 5 San Diego

Gloria Corral, Assistant Director, First 5 San Diego

Lupe Jaime, Director, Early Care & Education, Fresno County Office of Education

Hannah Norman, Senior Program Officer for Early Learning, First 5 Fresno

Jolene Smith, Executive Director, First 5 Santa Clara



LA County's Road to Quality
Celia C. Ayala, Ph.D., CEO

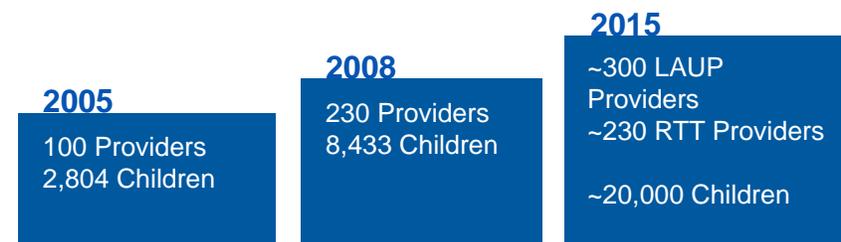
April 21, 2015

About LAUP

2004: Founded by First 5 LA

- Created to fund, rate and support preschool providers throughout LA County
- Support centers and FCCs in LA County's 5 Supervisorial Districts

Quick Ramp-Up



10-Year Anniversary

10 years providing quality preschool to more than **100,000 children** across massive Los Angeles County!



The Many Faces of LAUP



Workforce: Quality teaching in the making

Preschoolers
Infants
Toddlers
Parents

ECE
Students
ECE Staff
Providers
Teachers

Family Child Care Homes
School District Sites
Faith-based programs
Nonprofits and more...

Collecting Data to Impact Quality

Data Collection Covering:

- RTT-ELC Quality Continuum Framework, ranging from child observation to quality assessments of teacher-child interactions and environment
- Our families, e.g. demographic characteristics and access to various supports
- Publicly funded ECE spaces in LA County
- Fall-to-spring gains
- Longitudinal Outcomes in second and third grade

Quality Early Care & Education

Example: LAUP Child Outcomes

- Despite at-risk backgrounds, LAUP children continue to score higher than the national average.
- English learning students made significant gains in vocabulary, nationally outperforming their peers.

Low Income

64% of LAUP families are low income

38% of LAUP families live below the federal poverty level

< \$23,850 / year for a family of 4

English Learners

41% of LAUP children have a language other than English as their primary language

36% Spanish
1% Korean
1% Armenian

Limited Education

26% of parents have a high school education or less



Partnering to Impact Early Care & Education



Assess, Rate
Coach & Review

LACOE
School districts
Office of Child Care

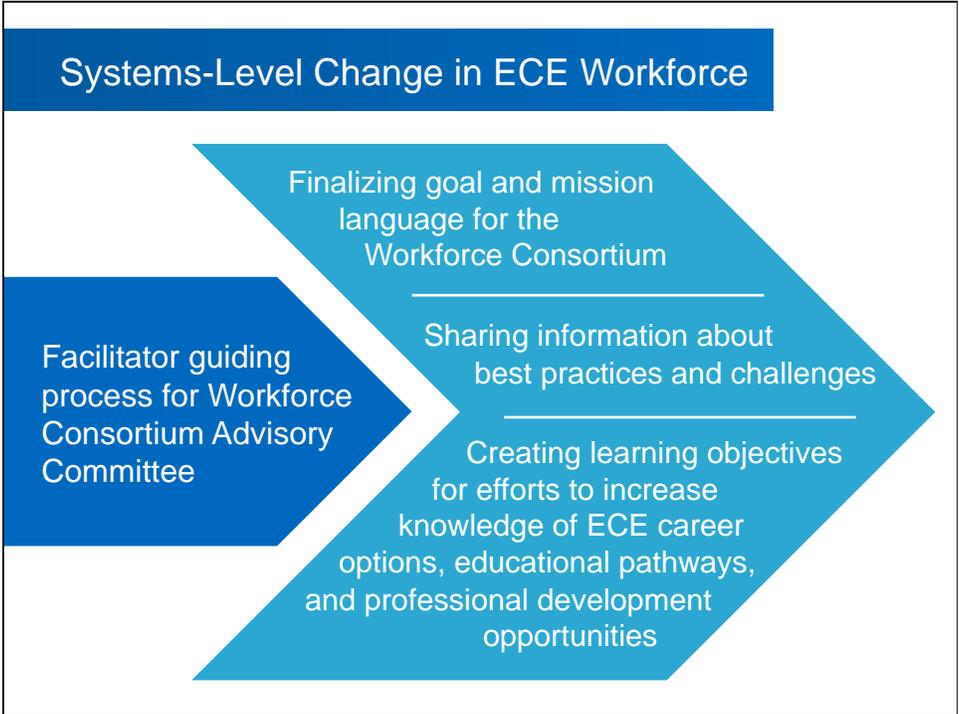
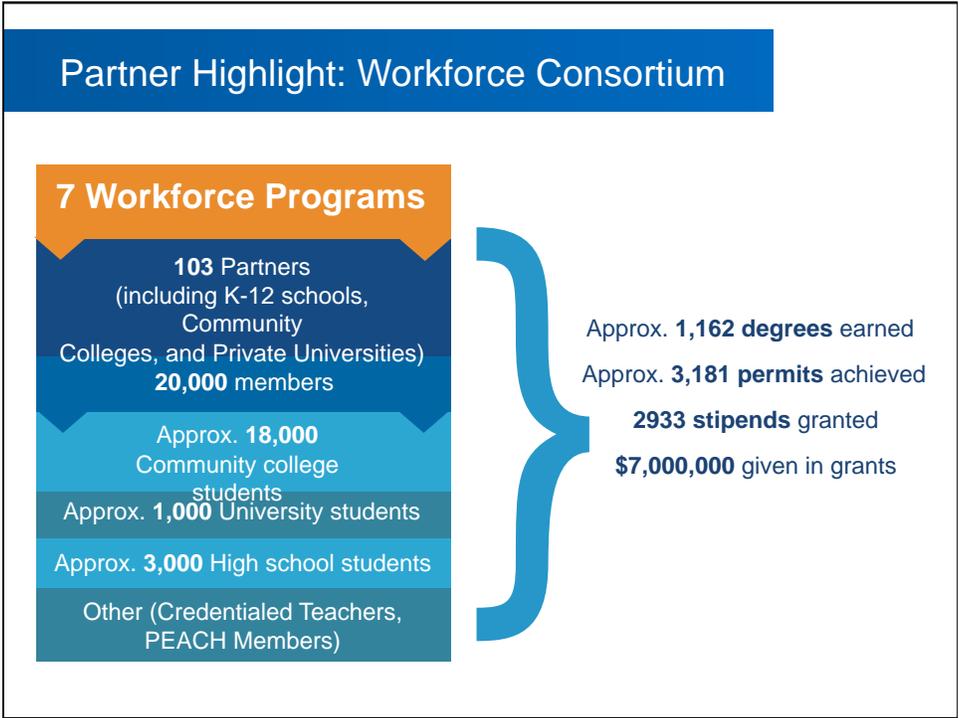


Workforce and Professional Development

Workforce Consortium:
Community colleges,
Universities
Resource & referrals

Family Support

Families
ECE providers
First 5 LA
First 5 CA



RTT: Success & Challenges

Expanded Number of Programs

- LAUP added 230 more programs
- Only ~10% of all licensed providers participating (limited funding)

Educating Parents and Community

- “Spot the Quality” checklist
- Quality Matters seal



Moving to One System at End of RTT

- 2 existing QRIS programs moving to one
- Sunsetting LAUP's 5 Star System to introduce Quality Continuum Framework

What?

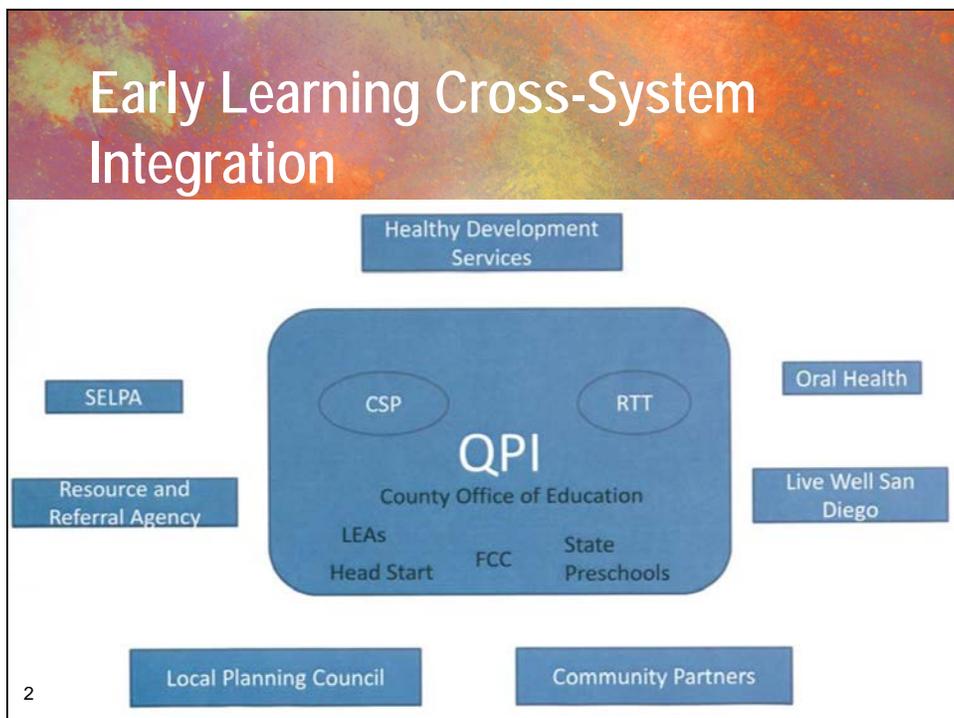
So What?

What's Next?

Now What?

Quality Preschool- San Diego County's Quality Rating and Improvement System

Kim Gallo, Gloria Corral
First 5 San Diego



Quality Preschool Initiative (QPI) Background

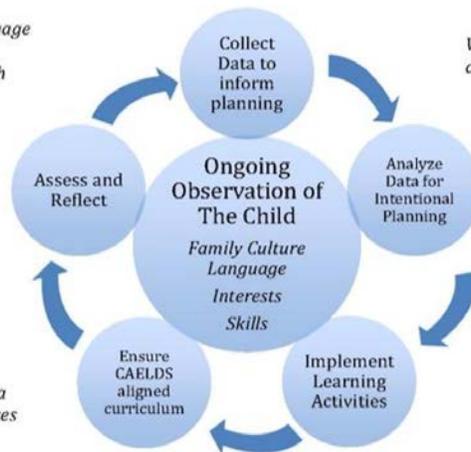
- PFA 2004-2012: \$50,594,743
- QPI 2012-2015: \$60,800,000
- Total over 10 years: \$111,394,743
- First 5 CA and Race to the Top (RTT) funds
- Currently: 28 Agencies, 199 Sites, 634 Sessions, 1,520 Staff
- In FY 13-14:
 - 13,687 Children
 - 12,218 Screenings
 - 11,385 Coaching Hours



3

Early Education Curriculum Planning Process

How do we engage families in answering each question?



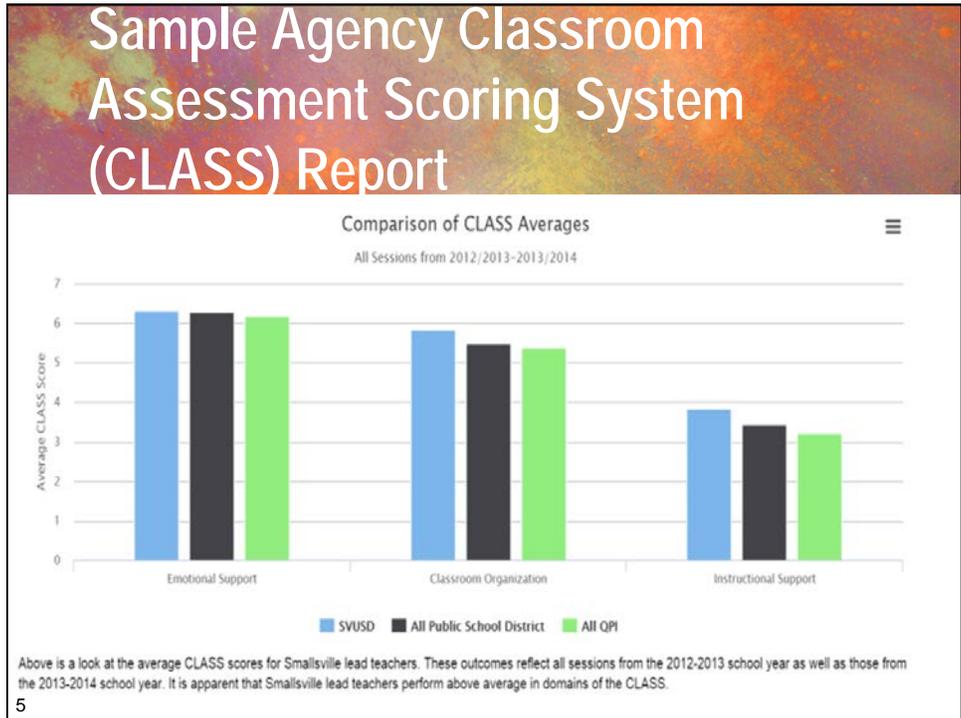
What do we want children to learn?

How will we respond when a child experiences difficulty or success?

How will we know when each child has learned it?

4

CAELDS- California Early Learning and Development System



Race to the Top (RTT) Tier Trend

Existing RTT Tiers

Smallsville Academy
[Site: SI50.2](#)

[Create RTT Tier](#)

RTT Tiers		Search:			
Date	Name / Label	Current Progress	Tier	Tier Score	Total Points
2/4/2015	Current Real-Time Progress	Yes	No	2	18
6/11/2014	2014-2015 Certified RTT Tier	No	Yes	5	32

1 - 2 of 2 items

6

Site CLASS Report

Site CLASS Report

Smallsville State Preschool
 Site: 130, CLASS Score: 5.15

Site Name: Smallsville State Preschool, **Site ID:** 130, **CLASS Score:** 5.15
 Showing Averages, [Switch to Items](#)

Session	Lead	Date	Avg	E.S. (I, II, III, IV)	C.O. (V, VI, VII)	I.S. (VIII, IX, X)
Lenora Small's AM Class	Small, Lenora	8/31/2014	6.10	6.94	6.25	4.83
Lenora Small's PM Class	Small, Lenora	8/31/2014	5.65	6.13	6.00	4.67
Elena Small's AM Class	Small, Maria	9/5/2014	4.73	6.00	5.25	2.50
Maria Small's PM Class	Small, Maria	9/5/2014	4.13	5.69	4.58	1.58
			5.15	6.19	5.12	3.40

7


Site ECERS-R Report

Site ECERS-R Report

Central
 Site: SI31.1, ECERS-R Score: 5.31

Site Name: Central, **Site ID:** SI31.1, **ECERS-R Score:** 5.31

Session	Lead Teacher during review	Date	Avg	I	II	III	IV	V	VI	VII
Elizabeth Small's Class	Elizabeth Small	3/15/2013	5.00	4.50	2.20	4.75	4.80	6.40	6.00	6.33
Graciela Small's Class	Graciela Small	3/15/2013	5.00	4.50	2.20	4.75	4.80	6.40	6.00	6.33
Jeanette's class-am	Jeanette Small	9/5/2013	5.79	5.50	4.00	5.00	6.30	6.20	6.75	6.33
Lorena Smalls Class	Lorena Small	2/13/2013	5.01	3.75	2.60	6.00	5.33	5.40	5.67	6.33
Rosa Small's Class	Rosa Small	2/13/2013	5.30	4.63	2.60	5.50	5.30	7.00	5.75	6.33
Trisha Small's class-pm	Trisha Smalls	9/10/2013	5.76	5.75	5.00	5.25	5.70	5.80	6.50	6.33
			5.31	4.77	3.10	5.21	5.37	6.20	6.11	6.33

8


Session Page

Session: [AM: Smallville](#)
 Lead Teacher: [Small, Jessica](#)
 Hours Coached: 12 hours 0 minute
 Education: Bachelors

ASQ-3 Status: 94% 6%

DRDP-PS Status: 88% 12%

Adult To Child Ratio: 1 to 10, Adults: 2, Children: 20

	Totals		Last Review	Avg. Score	Last 2 Weeks	Total
Students:	20	ECERS-R:	12/5/2014	6.10	ASQ-3: 0 of	17
		FCCER-R:	[None]		ASQ-SE: 0 of	12
		ITER:	[None]		DRDP-PS: 0 of	18
		CLASS:	12/5/2014	5.73		

9

Teacher Quality Investment Profile

Jessica Small
 Smallville Elementary School District
 Agency: [AG175, All Agency Staff](#)

[Edit](#) [Delete](#)

Education
Submit / Review

Professional Development
Submit / Review PD Hours

RTT Pathway Objectives
Quality Improvement Plan

Coach Logs
Review Coach Logs

Active Stipend

Stipends



10

Sample Ages and Stages Questionnaire (ASQ) Referral

	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Student First Name	ASQ-3	Distributed	Scored	Shared	Parent Concern	Section Two Bolded	Comm	Gross Motor	Fine Motor	Problem Solving	Personal and Social	Notes
84	Isabella	Yes	8/19/2014	9/3/2014	9/12/2014	Yes	vocabulary, hearing,	25	60	15	40	15	
85	Angel	Yes	8/20/2014	9/3/2014	9/12/2014	Yes	vision	60	60	45	60	60	
86	Kamilla	Yes	12/16/2014	1/5/2015	1/16/2015	Yes	Speech,	20	60	25	40	50	
87	Sophia	Yes	12/1/2014	12/12/2014	12/19/2014	No		60	60	55	55	55	
88	Alekszander	Yes	12/17/2014	1/5/2015	1/16/2015	Yes	Speech,	25	45	60	45	60	
89	Ever	Yes	8/20/2014	9/3/2014	9/12/2014	No		60	60	50	50	60	
90	Phillip	Yes	8/8/2014	9/16/2014	9/19/2014	Yes	Asthma	60	60	40	45	60	
91	Senzel	Yes	9/11/2014	9/16/2014	9/19/2014	Yes	behavior, mumbles	35	60	20	30	40	
92	Mia	Yes	12/9/2014	12/16/2014	12/19/2014	No		35	60	50	50	55	
93	Diego	Yes	8/22/2014	9/3/2014	9/12/2014	Yes	behavior	60	60	50	60	55	
94	Haley	Yes	12/1/2014	12/12/2014	12/19/2014	No		55	60	55	45	50	
95	Isabella	Yes	8/20/2014	9/3/2014	9/12/2014	No	history of hearing impairment	60	60	55	55	55	
96	Jazlene	Yes	11/20/2014	12/8/2014	12/12/2014	Yes		55	55	50	40	55	
97	Paul	Yes	12/12/2014	1/5/2015	1/16/2015	No		60	40	55	50	55	
98	Eileen	Yes	12/1/2014	12/12/2014	12/19/2014	No		55	60	55	45	60	
99	Kaleb	Yes	12/2/2014	12/12/2014	12/19/2014	No		35	40	30	50	40	
100	Nicole	Yes	8/28/2014	10/21/2014	10/31/2014	No		60	60	50	50	55	
101	Alexander	Yes	8/21/2014	9/3/2014	9/12/2014	Yes	speech, behavior	25	50	40	40	45	
102	Derek	Yes	12/12/2014	12/16/2014	12/19/2014	Yes	speech	50	60	20	20	50	
103	Kaylani	Yes	9/4/2014	9/10/2014	9/12/2014	Yes	stress and speech	50	60	0	50	60	
104	Diego	Yes	8/20/2014	9/3/2014	9/12/2014	Yes	speech (family or	50	60	55	40	40	
105	Jesus	Yes	8/22/2014	9/3/2014	9/12/2014	Yes	speech,	0	45	10	20	30	
106	Cesar	Yes	8/27/2014	10/21/2014	10/31/2014	No		60	60	50	55	60	

Lessons Learned about Creating and Maintaining Quality System

- Requires expensive infrastructure investments.
- Requires changing practice over time.
- Necessitates changing policy and investments using data.
- Implementing best practices (Universal Screening and Referral, Reflective Coaching, Leadership Development)
- If it were easy and cheap, it would be happening already.





First 5 California Policy Summit
County Roads to Quality

Lupe Jaime
Fresno County Office of Education

Hannah Norman
First 5 Fresno County



Quality Improvement in Fresno County



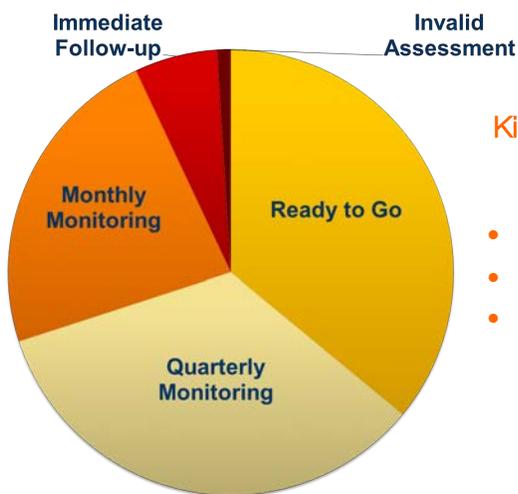
Quality is not new to Fresno

- Accreditation
- QRIS
- Special Needs Inclusion Team

Working together separately

- Moving from isolation to braided partnerships

The Need for Quality Care in Fresno



Kindergarten Student Entrance Profile (KSEP)

- Only 37% were prepared
- 62% were underprepared
- 6% required immediate follow-up

All Partners at the Table

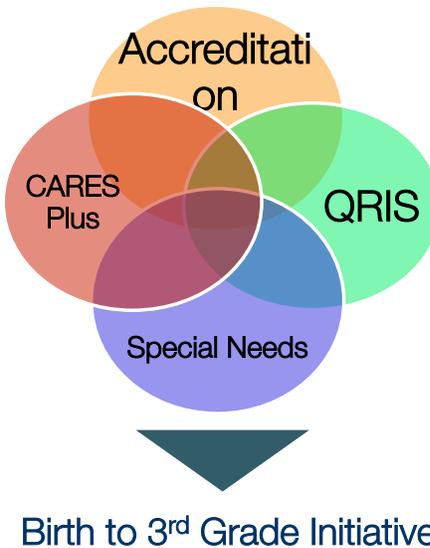
Traditional and New Partners

- School Districts
- Office of Education
- First 5
- Resource and Referral
- Housing
- Non Profits
- Head Start
- Public Health
- Foundations
- Law Enforcement



Common Goal

Aligning & Blending



Birth to 3rd Grade

Children reading on grade level
by 3rd grade

Five Fresno County school
districts

Bridging K-12 with 0-5



Successes and Challenges

Successes

- Collaborative conversation
- Focus on school readiness from birth
- Maximizing available resources

Challenges

- Competing for funding
- Initiative fatigue
- Learning partners' languages



Work in Progress

Partnerships are relationships that require constant diligence & nourishment

Fresno County partners have spirit of collaboration

Staffing changes at agencies

Building infrastructure and operating at the same time



Questions



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Hannah Norman

Senior Program Officer
First 5 Fresno County
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559-558-4912





Race to the *T*op – Early Learning Challenge

- 14 States received a total of \$700 million in funding
- California Department of Education received a \$52.6 million four year grant
- Increase the number of low-income and disadvantaged children in high quality early learning programs
- Design and implement integrated systems
- 16 Counties are part of a Statewide RTT Consortia

Collective Impact in the Bay Area

Partnerships. Efficiency. QRIS Synergy.

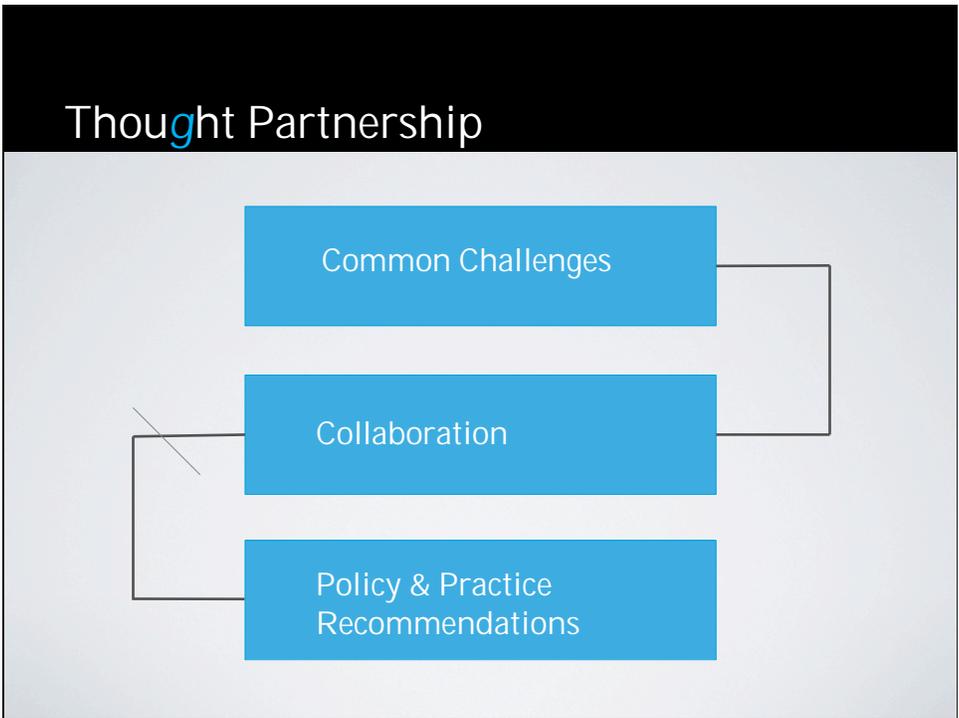
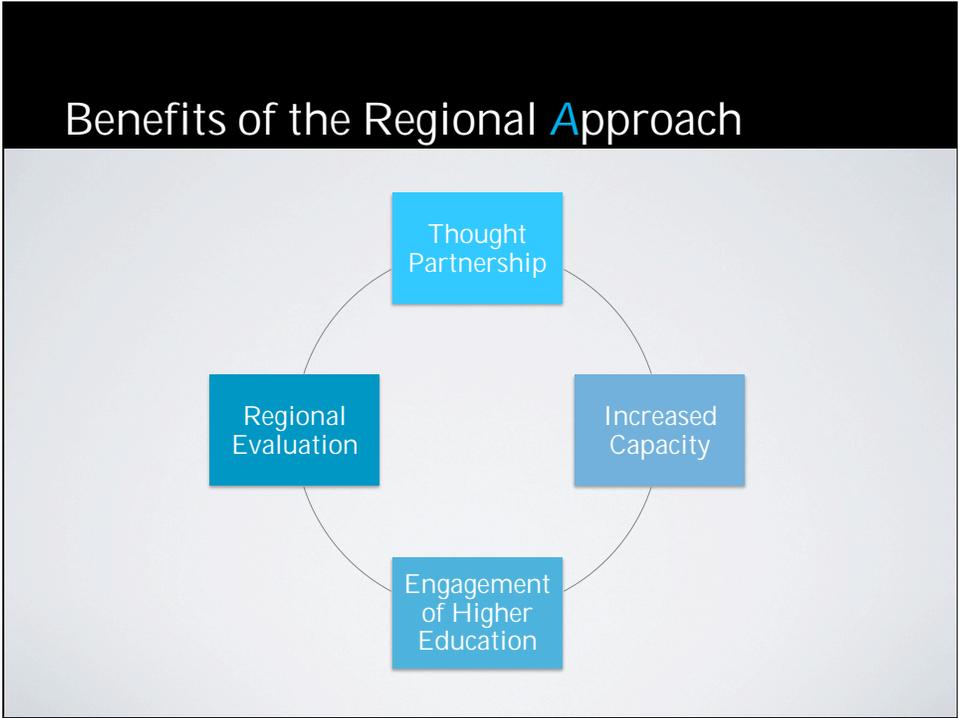
First 5 Alameda County	Achieving positive outcomes for children
First 5 Contra Costa County	
First 5 San Francisco County	
First 5 Mateo County	
First 5 Santa Clara County	
First 5 Santa Cruz County	

Bay Region QRIS

Visible. Inclusive.
Sustainable.

Children with high needs are receiving high quality early care and education.





Regional RTT Funding

- Alameda County: \$3,720,756
- Contra Costa County: \$2,062,928
- San Francisco County: \$1,720,560
- Santa Clara County: \$3,921,494
- Santa Cruz County: \$1,122,645

Regional RTT Participation

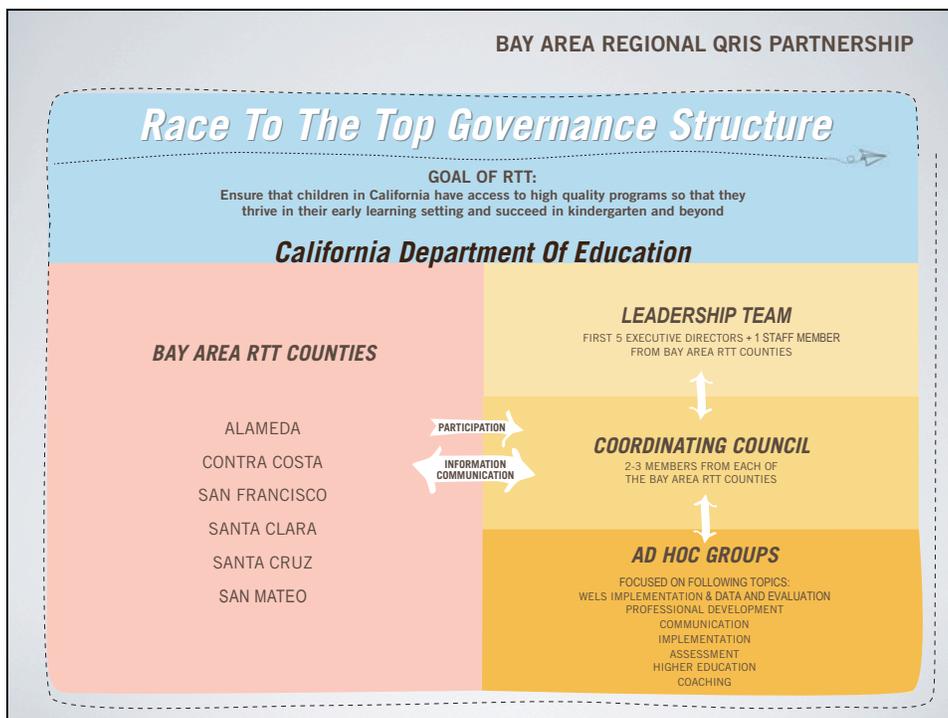
Total Number of Sites = 336 in Region

- 287 Centers
- 49 Family Child Care Homes

Rated Data as of June 30th, 2014

Collective Reach in the Bay Area

525,564 children birth through five live in the six Bay Area Early Learning Race to the Top counties



Bay Region Desired Reach of Participation

By June 2016, the six county Bay Region QRIS aim to serve 20,180 children with over 15,000 children in the highest quality tiers (Level 4/5)

Rating Matrix
CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID 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 CA Foundations & Frameworks 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 Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) 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 (FCHH)	<input type="checkbox"/> Meets Title 22 Regulations (Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCHH: 15 hours of training on preventive health practices)	<input type="checkbox"/> Center: 24 units of ECE/CD ¹ OR Associate Permit + 12 units of ECE/CD <input type="checkbox"/> FCHH: 12 units of ECE/CD OR Associate 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) in ECE/CD OR 60 degree-applicable units, including 24 units of ECE OR AA 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) with 48-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 Classroom Organization - 5 Toddler • Emotional & Behavioral Support - 5 • Engaged Support for Learning - 3.5	<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 Toddler • Emotional & Behavioral Support - 5.5 • Engaged Support for Learning - 4

¹ 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.
May 15, 2013

Pg. 1

Rating Matrix
CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID 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 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 (excluded from point values in ratio and group size)	<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 – 3:20 or better
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 core ECE/CD + 3 units management/ administration	<input type="checkbox"/> 24 units core ECE/CD + 16 units General Education + 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units core ECE/CD + 6 units management/ administration + 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units core ECE/CD + 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 core ECE/CD including specialized courses + 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 ²	Common-Tier 3	Common-Tier 4	Local-Tier 5 ³
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 16	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

²Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
³Local-Tier 5: Local decision if there are additional elements included
Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.
 May 15, 2013

Pg. 2

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

CORE TOOLS & RESOURCES^{To} Quality

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)	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

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS**

CORE TOOLS & RESOURCES To Quality

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 8? • 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 Provision for Parents Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework

Regional QR/S Ratings

Ratings as of December 31st, 2014

Tier	Total	Percentage
Number of programs in Tier 1	0	0%
Number of programs in Tier 2	62	17%
Number of programs in Tier 3	155	42%
Number of programs in Tier 4	144	39%
Number of programs in Tier 5	6	2%
TOTAL	367	100%

Building Capacity

Assessment

- Shared ERS anchor structure
- Regional Assessment Protocol

Training

- Increased capacity for coaching & technical assistance trainings

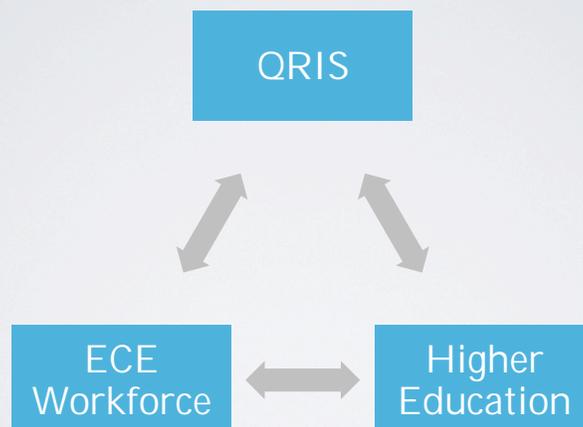
Regional Evaluation



Desired Outcomes of Regional Evaluation

- Document level of QRIS quality
- Complement statewide validation and child outcomes study
- Identify best practices and barriers to early learning quality
- Compile & share a regional story to inform local, regional, and state efforts

Higher Education



Higher Education Convening – March 2015

- Engagement with over 50 higher education faculty on QRIS
- Initiation of formal regional dialogue about quality workforce development

Bay Region QRIS – Next Steps

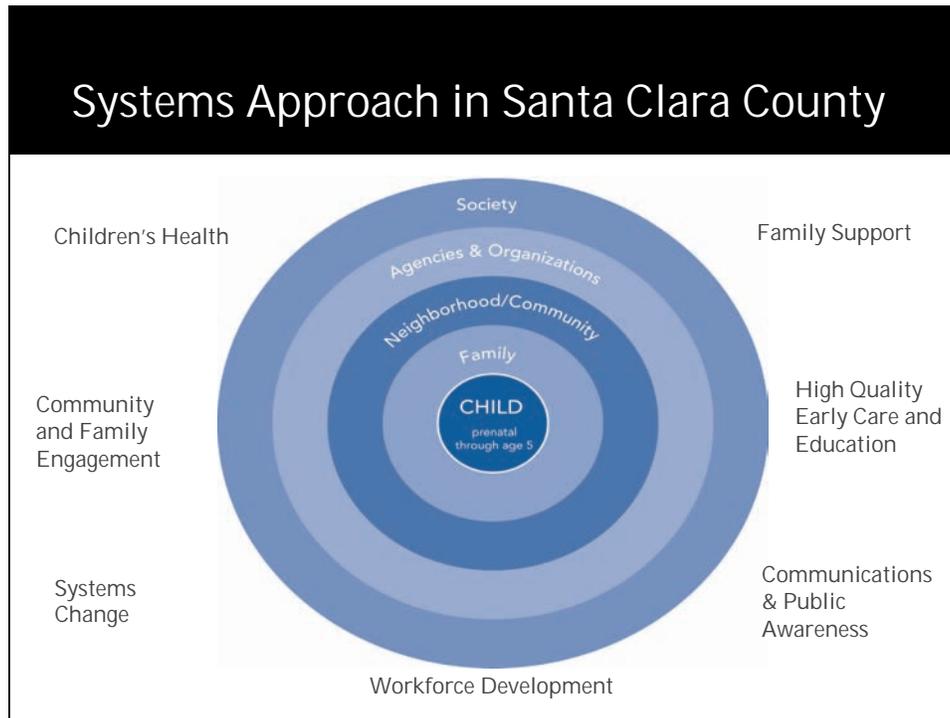
- Inform policy, practice, and funding of quality early learning
- Engage early childhood funders and other key stakeholders
- Contextualize QRIS in the broader early learning



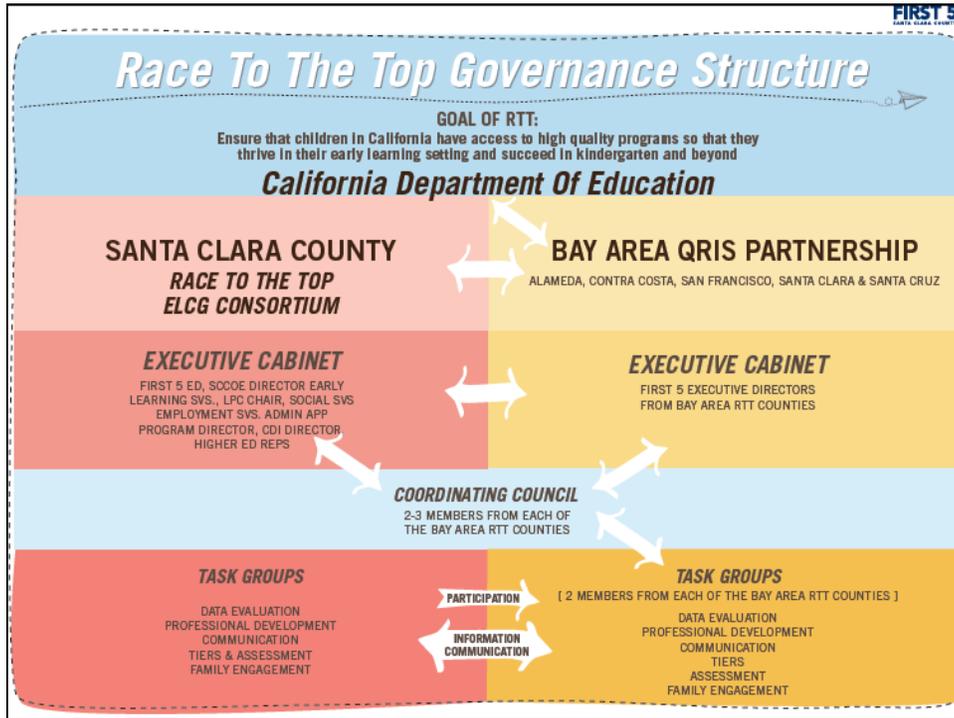
FIRST 5
Santa Clara County
Local Efforts

Collective Reach in Santa Clara County

148,700 children birth through
five live in Santa Clara County



- ### Early Educators and Children Participating in RTT
- Currently 625 Early Educators participated in RTT in Santa Clara County with a projection of 745 with the additional sites
 - Currently 4424 children served at RTT sites



- ## Key QRIS Partners
- RTT Consortium Partners
 - Educare of Silicon Valley
 - Bay Area Regional QRIS Partnership
 - Santa Clara County Office of Education
 - Local Planning Council
 - WestEd E3
 - Higher Education
 - Early Childhood Educators

Local QR/IS Ratings

Ratings as of December 31st, 2014

Tier	# of Sites	Percentage
Number of programs in Tier 1	0	0%
Number of programs in Tier 2	12	16%
Number of programs in Tier 3	37	50%
Number of programs in Tier 4	22	31%
Number of programs in Tier 5	2	3%
Total	73	100%

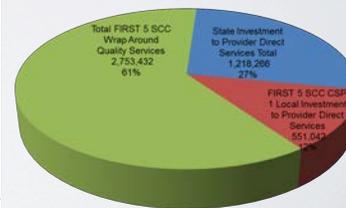
Long-Term Commitment to Quality

- Child Signature Program (formerly Power of Preschool)
- Comprehensive Approaches to Raising Educational Standards (CARES)
- EDUCARE of California at Silicon Valley
- Quality Rating Improvement System (RTT/QRIS)
- Family Childcare Provider SEEDS Literacy Trainings
- Summer Bridge/Transition to Preschool

Early Learning Commitment to Quality in Santa Clara County

State Investment to Provider Direct Services	Projected FY15/16
First 5 California CSP 1	528,250
CDE CSPP QRIS Block Grant	690,016
State Investment to Provider Direct Services Total	1,218,266
FIRST 5 SCC CSP 1 Local Investment to Provider Direct Services	551,042
Total Direct Investment to CSP 1 Provider Direct Services	1,769,308
FIRST 5 SCC Wrap Around Quality Services	
Rating/Assessor	673,250
Inclusion Collaborative	184,505
CARES Plus	234,157
Health Screenings	198,170
Dental Health Services	14,249
KidConnections	279,274
FIRST 5 Infrastructure	870,000
Administrative Overhead 7.1%	299,827
Total FIRST 5 SCC Wrap Around Quality Services	2,753,432
Grand Total	4,522,740

Early Learning Investment Projected FY 2015/16



What's Next

- Support infrastructure at state, regional and local levels through policy change:
 - Increased investments
 - Braiding and blending funding
 - Eligibility
 - Insure quality support is aimed at where children are
 - Policy(Systems Level Implementation) that supports quality determined and developed through research and practice

Sustaining Quality: Infrastructure

We have the vision and experience, but lack the commitment of necessary resources and policies to maintain the infrastructure required to provide and sustain the highest quality early learning programs for all California children birth through age five.



From Classrooms to Systems to Quality

First 5 California Policy Summit 2015

Creating a Map for Quality: Straightening the Winding Road

Kathryn Tout, Co-Director for Early Childhood Development and Senior Research Scientist, Child Trends

   208 



Creating a Map for Quality: Straightening the Winding Road

Presentation at the First 5 California Policy Summit

Kathryn Tout

April 21, 2014



Acknowledgements

- Co-Authors: Dale Epstein, Meg Soli, Claire Lowe
- Mallory Warner-Richter
- Marty Zaslow
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- Quality Initiatives Research and Evaluation Consortium (INQUIRE)
- The many QRIS and TA administrators, ECE program directors, teachers, family child care providers, families, children, coaches, consultants and other technical assistance providers who have participated in our research and shared their experiences with our research team



Overview of the Presentation



- Review a “map” for designing quality improvement initiatives
- Provide the research and practice basis for recommendations
- Describe examples for how to use the map in your own quality improvement efforts



A Blueprint for Early Care and Education Quality Improvement Initiatives:
March 2015

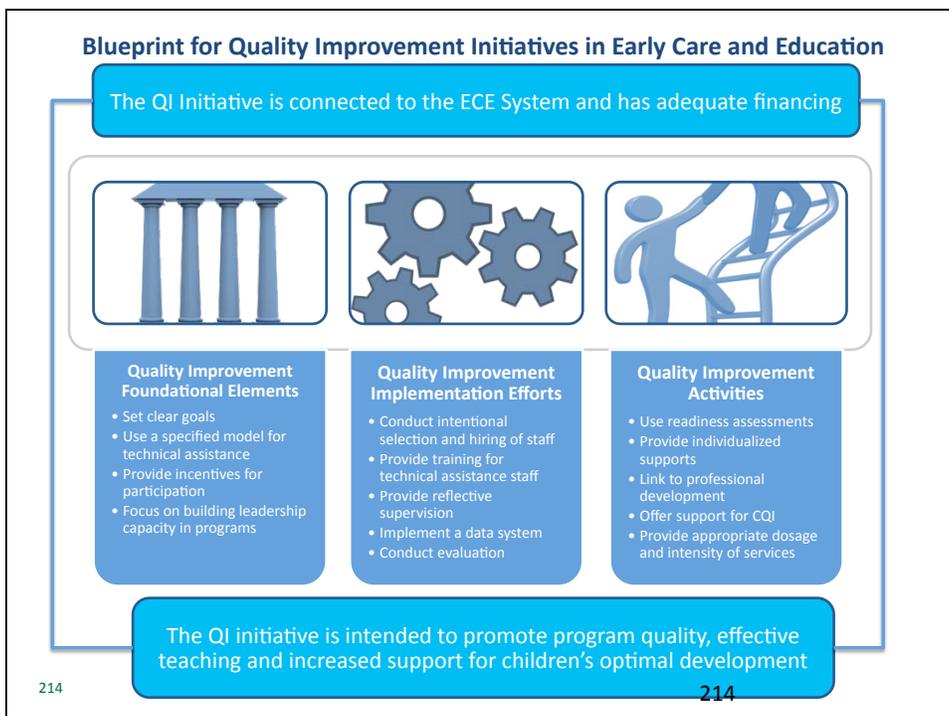
Child TRENDS

Background on the Blueprint

- Summarizes best practices for quality improvement (QI) initiatives
- Brings together practices across multiple levels
- Reflects input from the research literature and an expert panel
- Includes a “worksheet” to guide review of QI initiatives

213 | Creating a Map to Quality Improvement
Kathryn Tout







Foundational Elements

- Set clear goals
- Use a specified model for technical assistance
- Provide incentives for participation
- Focus on building leadership capacity in programs



Set clear goals for the QI initiative

- Specific goals are more effective than broad goals
- Common goal for QRIS and QI initiatives – move up a level
 - Is this a reasonable goal?
- A theory of change can show how the activities in the QI initiative will lead to improved quality and child development

Training of technical assistance providers

- Provide training at the outset of employment and at regular intervals aligned with need
- Include opportunities for demonstration of skills (vignettes, role playing)
- Recognize experience and biases of staff
- Use training to emphasize importance of data and documentation
- Develop a manual



Provide reflective supervision



- Provide opportunities for reflection and feedback with peers and supervisors
- Conduct observations in the field
- Review documentation
- Assist with problem solving

Quality Improvement Activities



- Use readiness assessments
- Provide individualized supports
- Link to professional development
- Offer support for continuous quality improvement
- Provide appropriate dosage and intensity of services

Use readiness assessments

- Develop intake processes to assess where programs are
- Use formal or informal tools
- Examine historical program data to learn the readiness indicators for the population you serve



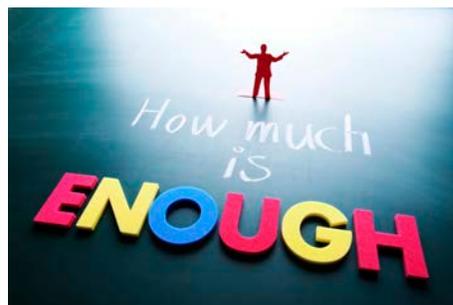
Link onsite TA with professional development



- Training and education are most effective when linked with onsite technical assistance
- Look for opportunities to support new knowledge and skills by pairing training and education with onsite TA

Provide appropriate dosage and intensity

- Dosage = frequency and length of TA sessions
- Intensity = overall duration of services
- “Typical” dosage of TA in QRIS varies by the needs of the program
- Match goals of program with dosage and intensity
- Capitalize on the long-term relationship with QRIS programs



Using the Blueprint to Support Design and Revision of QI Initiatives

- Convene partners
- Review dimensions of the blueprint
- Review the theory of change for the quality improvement initiative
- Reflect on questions included in the blueprint



Contact information:

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229 | Creating a Map to Quality Improvement
Kathryn Tout



Respondents

- County: **Natalie Woods Andrews**, Director, School Readiness Department, Sacramento County Office of Education
- County: **Petra Puls**, Director of Program and Evaluation, First 5 Ventura County
- State: **Debra McMannis**, Director, Early Education and Support Division, California Department of Education
- Federal: **Abby Cohen**, Region IX Office of Child Care Regional Program Manager, Administration for Children and Families, U.S. Department of Health and Human Services





raising **QUALITY** together
Sacramento County's Quality Rating and Improvement System

First 5 CA Policy Summit
April 21, 2015



231

Sacramento County's Quality Improvement FOUNDATIONAL ELEMENTS

- Identified clear goals established by a steering committee and local consortium
- Expanded existing model
 - ★ Preschool Bridging Model Plus (funded by First 5 Sacramento/California)
- Provide incentives focused on sustainability and capacity building



232

Sacramento County's Quality Improvement IMPLEMENTATION EFFORTS

- ▣ Intentionally selected and hired staff with specific yet diverse ECE experiences and expertise
 - ★ CLASS, ERS, ASQ, DRDP
- ▣ Developed Quality Improvement Plans with 210 participating sites
 - ★ Based on Quality Continuum Framework Elements
- ▣ Incorporated coaching, on-site technical assistance, and reflective supervision
- ▣ Use Excel and Mosaic Data Systems
- ▣ Participate in statewide evaluation efforts
 - ★ AIR; RAND; CSU, Northridge



233

Sacramento County's Quality Improvement ACTIVITIES

- ▣ Use of CLASS, ERS
- ▣ Individualize support through
 - ★ Intensive and regular coaching (weekly/monthly)
 - ★ Resources to enhance teaching and learning experiences
- ▣ Facilitate professional learning opportunities aligned with the QRIS Pathways
 - ★ College courses
 - ★ Professional development



234

Sacramento County's Quality Improvement LESSONS LEARNED – Keys to Success

- Strong partnerships
 - ★ Program site
 - ★ County, regional, and state levels
 - ★ Develop a joint vision

- Develop a system of ongoing communication, collaboration, and coordination
 - ★ Build consensus and honor agreements
 - ★ Building quality systems and programs takes time

- Shared Messages



235

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236

Creating a Map for Quality: Straightening the Winding Road

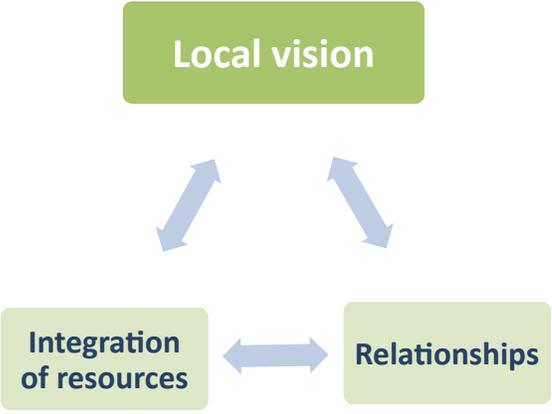
First 5 California Policy Summit
April 21, 2015



Petra Puls, Director of Program and Evaluation
First 5 Ventura County

237

Ventura's Roadmap



```
graph TD; A[Local vision] <--> B[Integration of resources]; A <--> C[Relationships]; B <--> C;
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238

Implementation Experiences

Foundational Elements	Implementation Efforts	QI Activities
<ul style="list-style-type: none">• Clear goals• System financing• Participation incentives• Standardized Framework• Partnerships• Leadership	<ul style="list-style-type: none">• Use of data for evaluation• Ongoing support for Technical Assistance Specialists• Capacity building through trainings	<ul style="list-style-type: none">• Focus on child outcomes• TA for programs and teachers• Supportive relationships

239

Lesson's Learned

- Vision and intentionality
- Connections
- QI Framework
- Common tools and resources

Still Learning

- Appropriate TA dosage?
- Adequate incentives and financial support?
- Sustainability?
- B.A. degrees?
- Targeted vs. universal?
- Biggest bang for our buck?



240

THANK YOU!

Contact Information

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241



From Classrooms to Systems **quality**

First 5 California Policy Summit 2015

New Directions in Quality: Where Do We Go From Here?

Camille Maben, Executive Director, First 5 California

Debra McMannis, Director, Early Education and Support Division,
California Department of Education



242



IMPROVING YOUNG CHILDREN'S SUCCESS: CALIFORNIA'S RACE TO THE TOP-EARLY LEARNING CHALLENGE

OVERVIEW

California recently received a highly competitive Race to the Top-Early Learning Challenge (RTT-ELC) federal grant to improve the quality of early learning programs and close the achievement gap for vulnerable young children. Over the next three years, California, led by local efforts in 16 counties in collaboration with the California Department of Education, will work together to ensure positive outcomes for the state's infants, toddlers and preschoolers.

The end goal of California's RTT-ELC effort is that young children, particularly those who are low-income, English learners, or children with disabilities or developmental delays have access to high quality early learning programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.

CALIFORNIA'S APPROACH

California is taking a unique approach that builds upon the state's local and statewide successes. This will allow locals to develop and maintain control over their own quality improvement processes and build off of local investments, from First 5 Commissions and others, while still allowing counties to coordinate efforts when feasible and share lessons learned.

WHAT IS A QRIS?

A Quality Rating and Improvement System (QRIS) is a set of tools to collect and disseminate information about, as well as improve the quality of early learning programs. They are based on a set of standards that describe the requirements center- and home-based early learning programs must meet in order to qualify for a QRIS rating -- the higher the quality the higher the rating. A QRIS can support early learning educators/providers with increased training, support and compensation; provide parents/families information on the type of learning and care their young children receive; and inform policymakers and the general public about the effectiveness of programs. Currently 25 states have a statewide QRIS.

CA RTT-ELC Facts at a Glance:

- Received \$52.6 million four-year grant (January 2012 - December 2015);
- One of only 9 states to win grant;
- CA will take a local approach with state support:

Local: Quality Rating and Improvement Systems (QRIS) with three common tiers across counties, and setting goals that focus on child development and readiness for school; teachers and how they interact and support young children's learning and development; and program and classroom environment;

State: Ten one-time investments to support local efforts including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; and evaluation of local QRIS efforts.

Nearly 75% of California's \$53 million RTT-ELC grant will be spent at the local level to support a voluntary network of 17 Regional Leadership Consortia, each led by an organization that is already operating or developing a Quality Rating and Improvement System, in 16 counties.

- + Alameda: First 5 Alameda
- + Contra Costa: First 5 Contra Costa
- + El Dorado: First 5 El Dorado
- + Fresno: Fresno County Office of Education
- + Los Angeles: LA STEP & LAUP
- + Merced: Merced County Office of Education
- + Orange: Orange County Office of Education
- + Sacramento: Sacramento County Office of Education
- + San Diego: First 5 San Diego
- + San Francisco: First 5 San Francisco
- + San Joaquin: First 5 San Joaquin
- + Santa Barbara: First 5 Santa Barbara
- + Santa Clara: First 5 Santa Clara
- + Santa Cruz: First 5 Santa Cruz
- + Ventura: First 5 Ventura
- + Yolo: First 5 Yolo

The number of children under five-years-of-age in these 16 counties is almost 1.9 million, representing 70 percent of the total children birth to five in California.

LOCAL ACTIVITIES & LOCAL QRIS

Consortia, comprised of 17 lead agencies in 16 counties, will bring together organizations in their regions with the same goal of improving the quality of early learning and expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" and will implement three common tiers in addition to any locally-determined tiers. In addition to a statewide evaluation of the common QRIS tiers, Consortia will also set local goals to improve the quality of early learning and development programs in the following three areas:

- *Child development and readiness for school;*
- *Teachers and how they interact and teach young children;*
- *Program and classroom environment.*

STATE ACTIVITIES

California will also use RTT-ELC funding to support one-time investments in state efforts improving the lives of young children.

Early Learning Educator Training & Professional Development

- Create a web-based overview of the California Collaborative for the Social and Emotional Foundations of Early Learning teaching pyramid and build a network of regional trainers and coaches to support local implementation.

- Provide "Train-the-trainer" instruction on the Program Administration Scale/Business Administration Scale training tools to California Early Childhood Mentor Program's Director Mentors and Family Child Care Home Mentors to support technical assistance to participating centers and family child care homes in the Consortia.
- Develop online training materials of existing early childhood content: (1) Infant/Toddler Learning and Development Foundations; (2) Preschool Learning Foundations and Frameworks; and (3) the Environment Rating Scales, to increase provider access.
- Coordinate alignment between and within community colleges and public universities for three additional child development unit-based coursework areas: infant/toddler; children with special needs; and program administration.

Kindergarten Readiness Information

- Link Kindergarten entry assessment information from the Desired Results Developmental Profile - School Readiness (DRDP-SR) to the California Longitudinal Pupil Achievement Data System (CALPADS).

Community Care Licensing Information

- Enhance the Department of Social Services, Community Care Licensing Division website to include educational and training materials for parents/families and child care providers.

Home Visiting

- Provide training to local California Home Visiting Program staff on implementing the Program for Infant/Toddler Care (PITC) practices and lessons from the “Three R’s of Early Childhood: Relationships, Resilience, and Readiness” DVD.

Developmental Screenings

- Provide coordinated training for Early Start early intervention program staff and support implementation of best practices in developmental and health screenings at the local level in collaboration with Consortia.
- Provide training on and distribute “Ages and Stages” developmental screening tools and materials to the Consortia and CDE Child Development Division contracted programs.

For More Information:

Visit the California Department of Education’s RTT-ELC website: www.cde.ca.gov/sp/cd/rt/

Email the California Department of Education, Child Development Division: rtt-elc@cde.ca.gov

CREATED BY

CHILDREN NOW

Children Now is the leading, nonpartisan, multi-issue research, policy development, and advocacy organization dedicated to promoting children’s health and education in California and creating national media policies that support child development.

www.childrennow.org

In Partnership with:

California Child Care Resource & Referral

NETWORK

The California Child Care Resource & Referral Network promotes affordable, accessible quality care through research, education, policy, and advocacy.

www.rrnetwork.org



ZERO TO THREE is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

www.zerotothree.org



Advancement Project is a public policy change organization rooted in the civil rights movement. We engineer large-scale systems change to remedy inequality, expand opportunity and open paths to upward mobility. Our goal is that members of all communities have the safety, opportunity and health they need to thrive.

www.advancementprojectca.org



Preschool California is a nonprofit advocacy organization working to increase access to high-quality early learning for all of California’s children, starting with those who need it most.

www.preschoolcalifornia.org

Appendix 4.b

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

CORE TOOLS & RESOURCES¹

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: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ Ages and Stages Questionnaire (ASQ): http://agesandstages.com/
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): http://www.cainclusion.org/teachingpyramid/trainingmodules.html CA Foundations and Frameworks - Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Ages and Stages Questionnaire – Social Emotional (ASQ-SE): http://agesandstages.com/asq-products/asgse/
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: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp/
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: http://www.teachstone.com/the-class-system/ Program for Infant-Toddler Care (PITC): http://www.pitc.org/pub/pitc_docs/home.csp. Program Assessment Rating Scale (PARS), as applicable and available * No current source Web page for PARS

¹ This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the Federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS**

CORE TOOLS & RESOURCES

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: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • 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: http://www.ersi.info/index.html (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): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ <p>OR</p> <ul style="list-style-type: none"> • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf 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: http://icfs.org/pdf/FiveProtectiveFactors.pdf

California Department of Education
Adopted by Consortia on October 15, 2013

² Recommended

Appendix 4.c

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC) QUALITY CONTINUUM FRAMEWORK –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 CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 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: <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> ▪ Emotional Support - 5 ▪ Instructional Support –3 	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K <ul style="list-style-type: none"> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

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 points that can be earned toward assigning a tier rating (see Total Point Range).

Appendix 4.c

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 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.5
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"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<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 OR Current National Accreditation approved by the California Department of Education
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
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

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

⁴ Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 Updated May 28, 2015; Effective July 1, 2015