



April 26, 2018

<p><b>SUBJECT</b></p> <p><b>EVALUATION UPDATE FOR FIRST 5 IMPACT AND QUALITY COUNTS CALIFORNIA</b></p> <p><b>Strategic Priority Area 1. Children and Families:</b> Support children prenatal through age 5 and their families by providing culturally and linguistically effective resources, knowledge, and opportunities for them to develop the skills needed to achieve their optimal potential in school and life.</p> <p><b>Goal 1.2. Early Learning:</b> Children birth through age 5 benefit from high quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.</p>	<p><input type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Information</p>
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### **SUMMARY OF THE ISSUE**

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This agenda item describes key implementation and evaluation activities for First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) and Quality Counts California (QCC).

### **RECOMMENDATION**

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This is an information-only item. First 5 California (F5CA) staff is not requesting action at this time.

### **BACKGROUND OF KEY ISSUES**

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First 5 IMPACT, funded by F5CA, includes participation of 58 counties organized within 48 consortia and 10 Hub regions. QCC is a collaborative effort between F5CA, the California Department of Education-Early Education and Support Division, and local consortia partners working on Quality Rating and Improvement Systems (QRIS). Formerly known as CA-QRIS, QCC was renamed through a collaborative decision process by its partners.

Based on the attached presentation and data brief, staff will summarize progress for First 5 IMPACT and QCC, including current evaluation findings. Representatives from county-level consortia will provide commentary on the support First 5 IMPACT has provided for local quality improvement activities.

Additional information is available at these web pages:

- First 5 IMPACT: <http://www.cafc.ca.gov/partners/qris.html#impact>
- QCC: <http://www.cafc.ca.gov/partners/qris.html#quality>

## **SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION**

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Commissioners approved \$190 million in support of First 5 IMPACT at the April 23, 2015, Commission meeting. On July 2, 2015, F5CA released the First 5 IMPACT Request for Application for eligible county-level partners. Staff provided an update on the status of First 5 IMPACT and QRIS efforts at the July 23, 2015, and October 19, 2017, Commission meetings.

## **ATTACHMENTS**

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- A. First 5 IMPACT Fact Sheet
- B. First 5 IMPACT and Quality Counts California Evaluation Update PowerPoint
- C. Quality Counts California 2016–17 Data Brief



## First 5 IMPACT Fact Sheet



### OVERVIEW

First 5 California (F5CA) is investing \$190 million in First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) over five years (fiscal years 2015-16 to 2019-20) to support a network of local quality rating and improvement systems (QRIS) statewide. QRIS is a research-based strategy to improve the quality in settings across the entire continuum—from alternative settings and family, friend, and neighbor care to family child care homes, centers, and preschools.

First 5 IMPACT builds on a successful network of local QRIS efforts, forges partnerships with all 58 counties, builds on existing F5CA programs, and aligns with and leverages federal, state, and local investments and direction. Striving toward high-quality, evidence-based standards will ensure more early learning and care settings can support California's children to gain the skills, knowledge, and dispositions necessary to be successful in school and life.

### FIRST 5 IMPACT FACTS AT A GLANCE

- Invests \$190 million of F5CA Proposition 10 funding over five years
- Participants include 48 consortia representing all 58 counties
- Reaches 5,835 early learning sites across the state, or 14% of all licensed early learning sites in California

### WHAT IS A QRIS?

Quality early learning and care is a critical piece of early childhood development that has been shown to have long-term benefits for children. A quality rating and improvement system is intended to raise the level of quality of early learning and care programs by developing quality standards, providing quality improvement supports, and aligning disconnected systems. This system is a multi-faceted approach to accomplish the following:

- Establish a set of standards that define quality for centers and home-based early learning programs
- Support early learning educators with increased training, support, and compensation
- Ensure information about quality in early learning settings is available to parents and caregivers
- Support infrastructure to create processes for supporting quality improvement and monitoring progress
- Inform policymakers and the public about the effectiveness of early learning programs

Currently, 39 states have a statewide QRIS. In California, local, state, and federal investments in quality infrastructure fund a system of local

county and/or regional consortia to operate a QRIS. Each funding stream (including Department of Education's California State Preschool Program and the Infant/Toddler QRIS Block Grants, and First 5 IMPACT) supports California's seven distinct QRIS elements that measure quality across the state. Additionally, there is flexibility for consortia to modify the framework to meet local needs and provide related training and technical assistance to sites.

### **WHY ARE FIRST 5 IMPACT AND QRIS IMPORTANT?**

- Because research has shown 90% of brain development occurs by age 5 (with at least 80% completed by age 3), high-quality early learning environments are crucial for young children.
- Parents need access to high-quality environments for their children that foster learning and support social-emotional development.
- Families want clear, easy-to-understand information to help them choose the right care environment for their children.
- Providers need support to keep striving toward providing the healthiest and most caring, quality environments possible for children to thrive.

### **FIRST 5 IMPACT FUNDING PRIORITIES**

Over the five-year term, First 5 IMPACT funds will support four key areas:

- 1. County and Regional Work:** \$122 million for county Lead Agencies to support local QRIS implementation.
- 2. Regional Training and Technical Assistance (T&TA) Coordination Hubs:** \$18 million for First 5 county commissions to support regional coordination of resources and data systems.

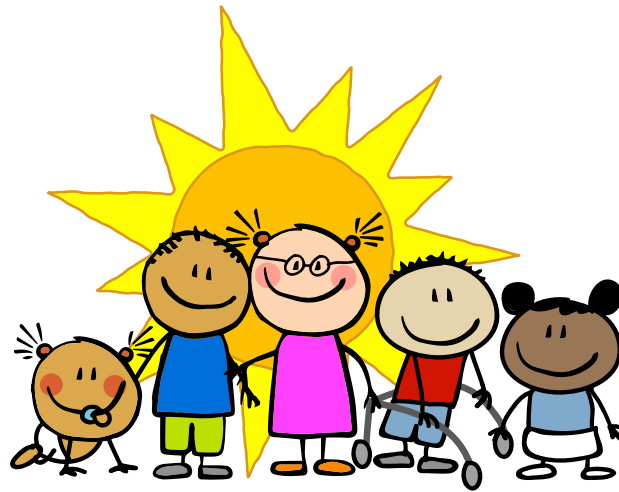
- 3. State-Level Systems Support and Statewide T&TA:** \$28 million for state infrastructure

and T&TA related to continuous quality improvement statewide.

- 4. Evaluation and Research Projects:** \$22 million for evaluation and research projects (e.g., child outcome research) and to support expansion of local QRIS databases.

### **CORE PRINCIPLES OF FIRST 5 IMPACT**

- **Effective teaching is critical:** Children with warm, supportive early educators in stimulating environments are more resilient and engaged learners.
- **Strong and engaged families:** When families are included as active participants and partners in their child's development, it empowers them as their child's first teacher and positively impacts child development.
- **California's early learning and care system respects the diversity of family care needs and so does First 5 IMPACT:** Children thrive in early care settings that work best for them. Quality is not one size fits all—it looks different across the spectrum of setting types. First 5 IMPACT recognizes those differences and supports all provider types.
- **All types of programs and providers must be high quality for children to be successful:** Early learning centers; family child care; family, friend, and neighbor care; family resource centers; Boys and Girls Clubs; libraries; and home visiting programs are all participating in First 5 IMPACT.



First 5 IMPACT  
and  
Quality Counts California  
Evaluation Update

First 5 California  
Commission Meeting  
April 26, 2018

# Presentation Goals

- Update on First 5 IMPACT
- Where First 5 IMPACT fits in the Quality Counts California (QCC) System
- Vision for QCC





# First 5 IMPACT

*(Improve and Maximize Funding so All Children Thrive)*



# What is First 5 IMPACT?

- IMPACT = Improve and Maximize Programs so All Children Thrive
- \$190 million approved April 2015
- Intended support a systems (QRIS) statewide network of local quality rating and improvement





# What is a QRIS?



A systemic approach to assess, improve, and communicate the level of quality in early learning and care programs.

# First 5 IMPACT Priorities

1

Meet counties and early learning and care settings where they are

2

Promote local collaborations across funding streams

3

Build regional networks of support

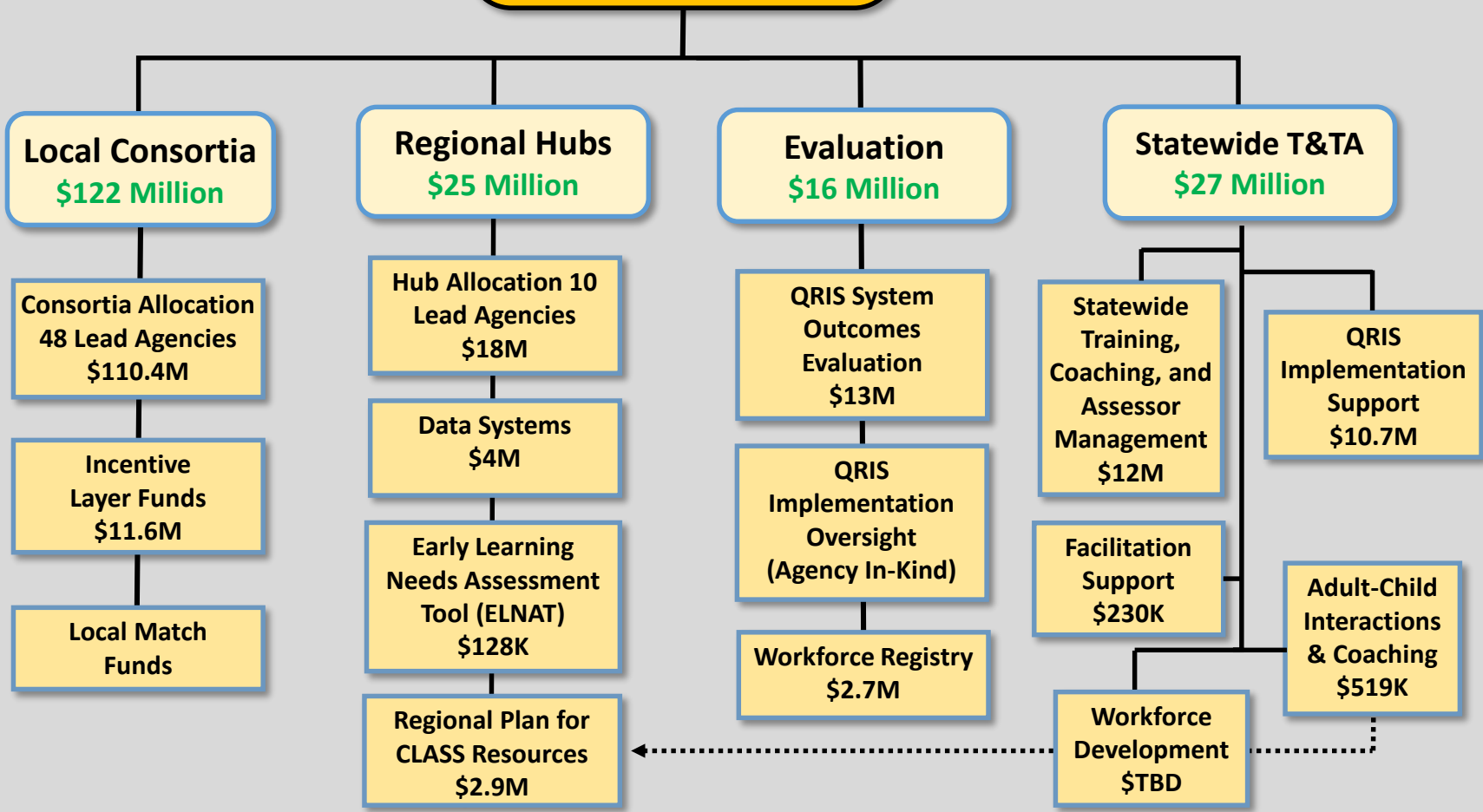
4

Support and engage families in the early learning process

5

Improve effective interactions between adults and children

**First 5 IMPACT  
\$190 Million +  
Agency In-Kind  
(FY 2015–2020)**



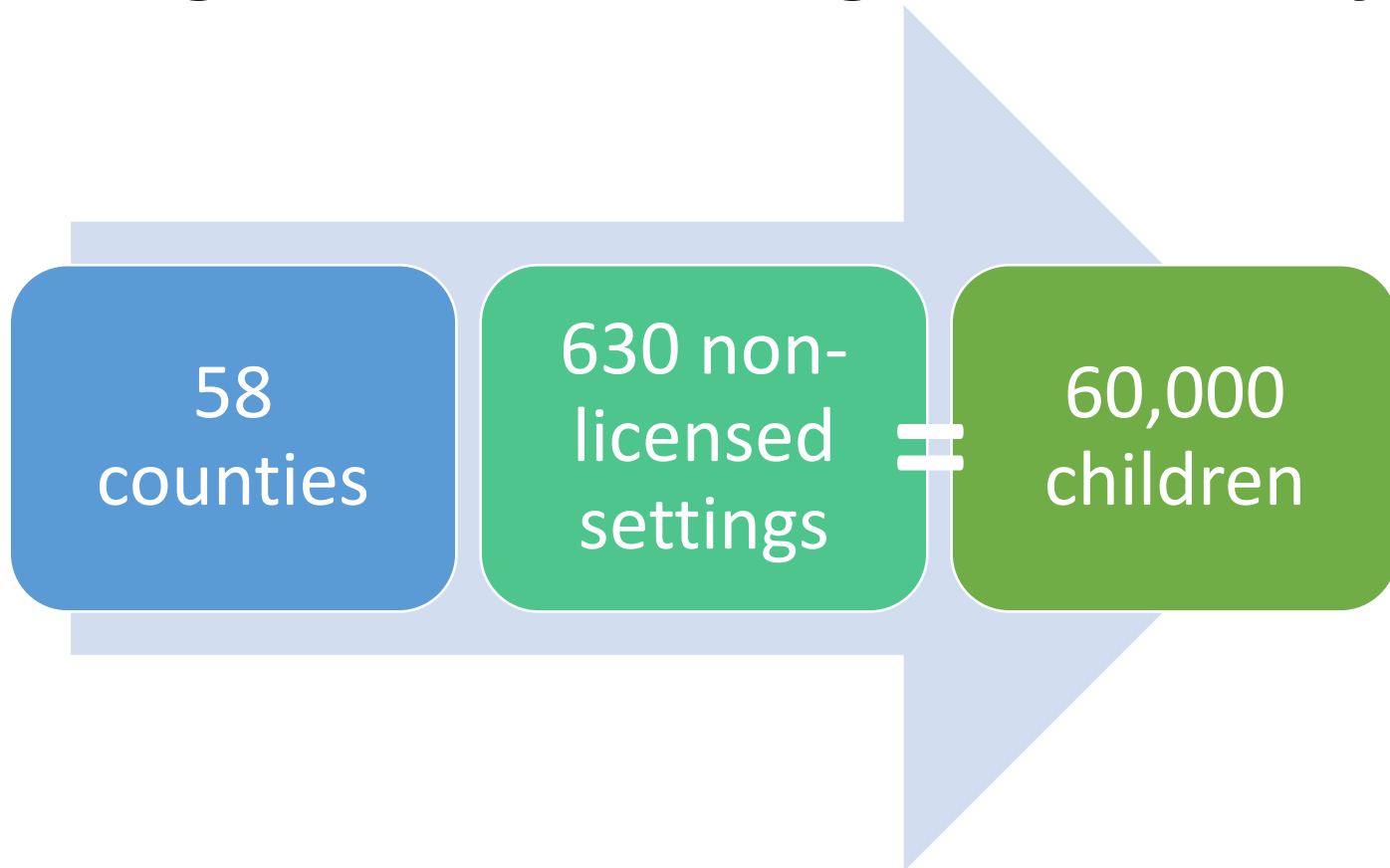
# First 5 IMPACT

How are we doing?



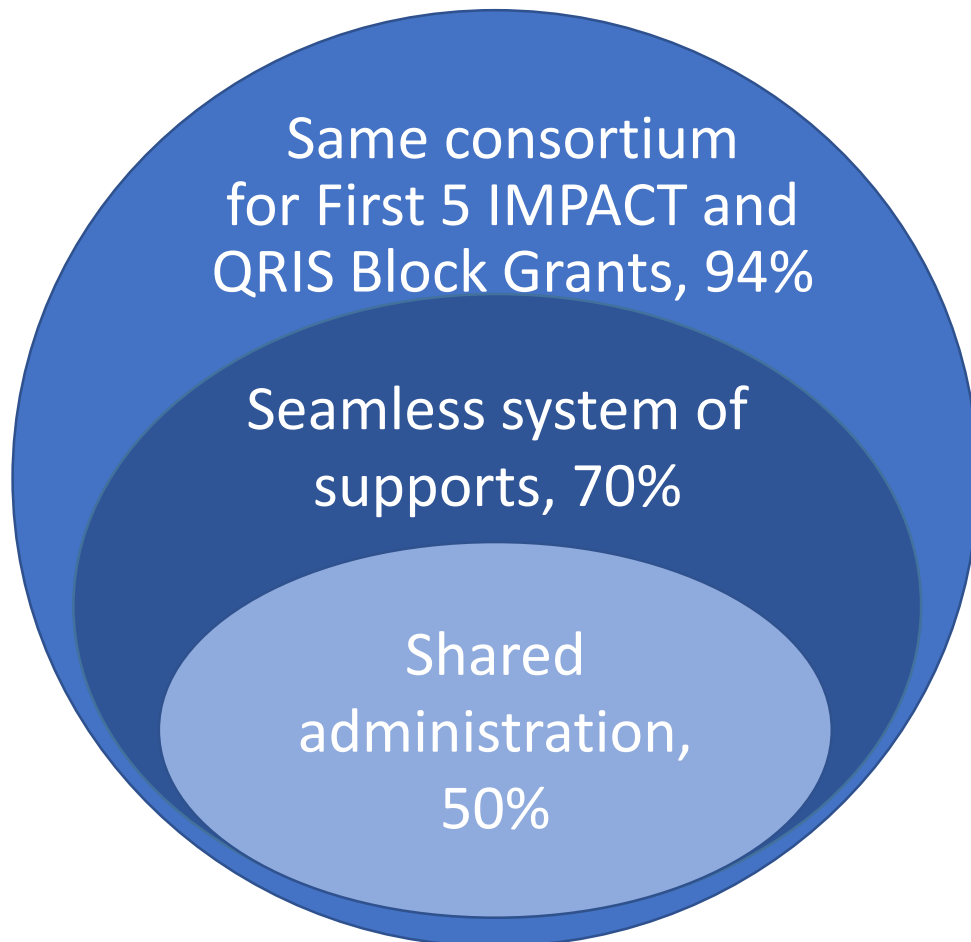
# First 5 IMPACT Priority 1

**First 5 IMPACT meets counties and early learning and care settings where they are**



# First 5 IMPACT Priority 2

First 5 IMPACT has promoted **local collaborations across funding streams**



**3/4** share resources:

- Data system
- Coaches
- Communication
- QRIS administration

**2/3** share staff:

- Rating
- Assessors
- Evaluator/data entry
- Technical assistance



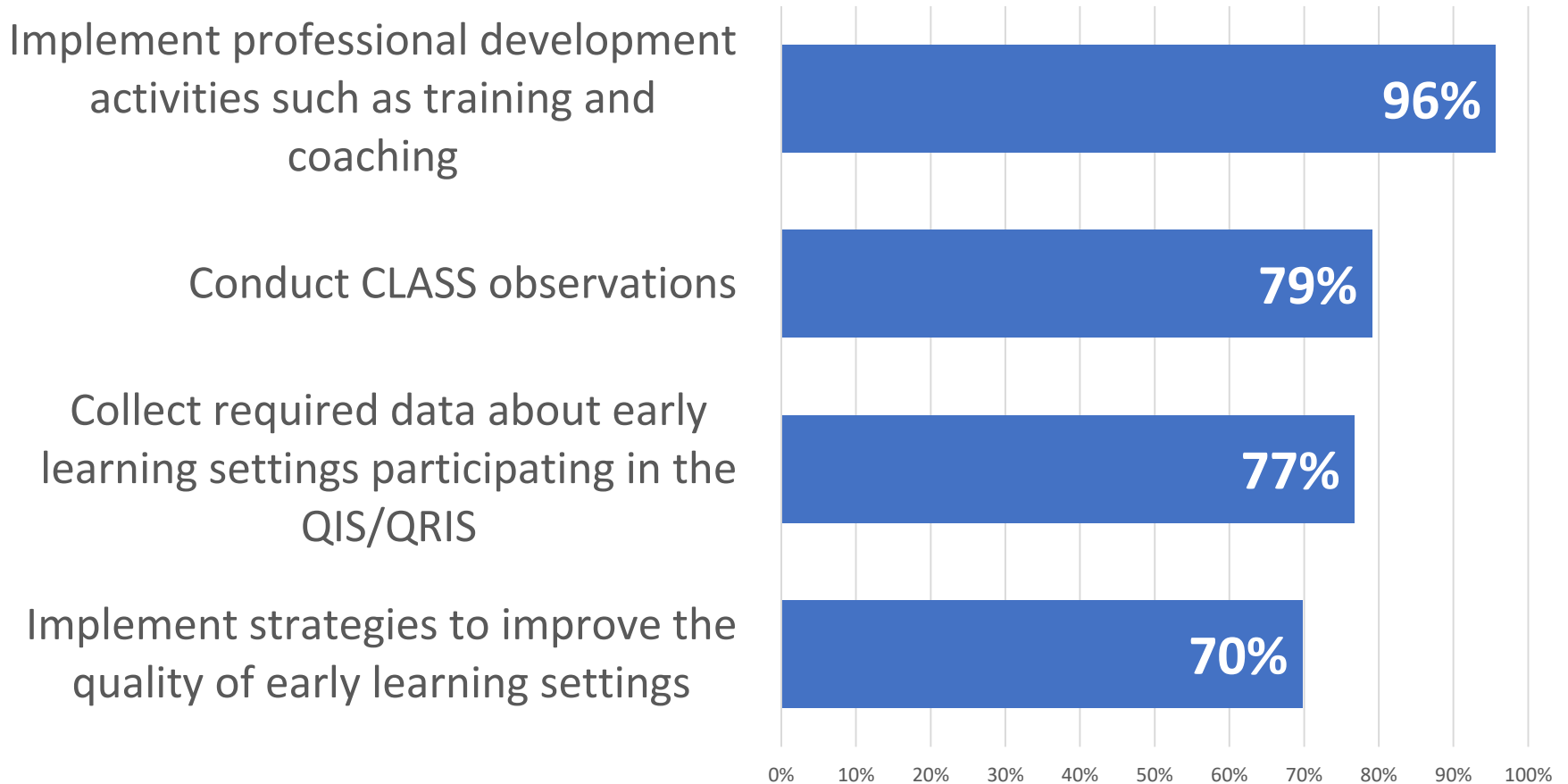
# First 5 IMPACT Priority 3

10 Regional Hubs help build regional networks of support



# Regional Networks of Support

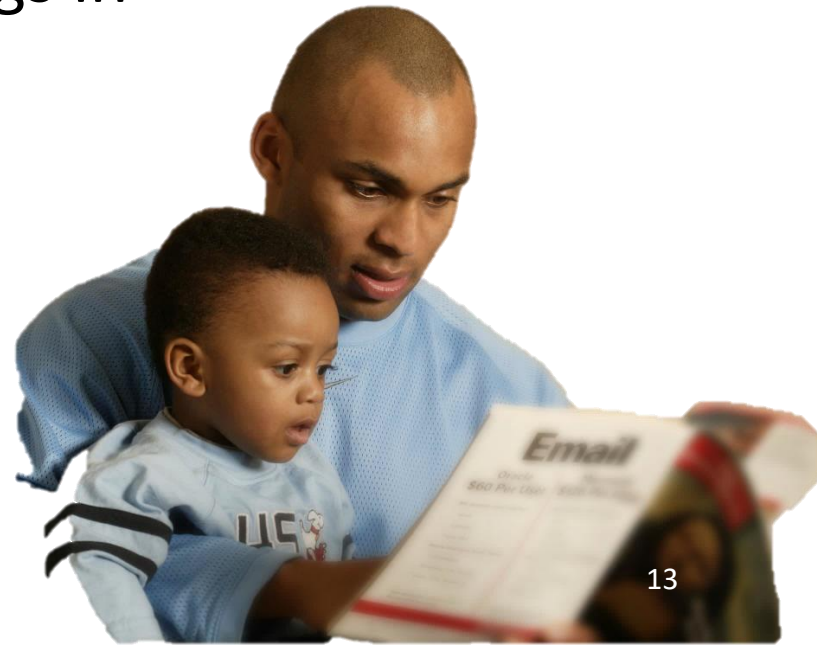
The Hub affected my consortium's capacity to...



# First 5 IMPACT Priority 4

Consortia **support and engage families in the early learning process** by:

- Incorporating Strengthening Families Framework
- Prioritizing alternative settings in quality improvement
- Raising awareness and knowledge of cultural and linguistic practice



# First 5 IMPACT Priority 5

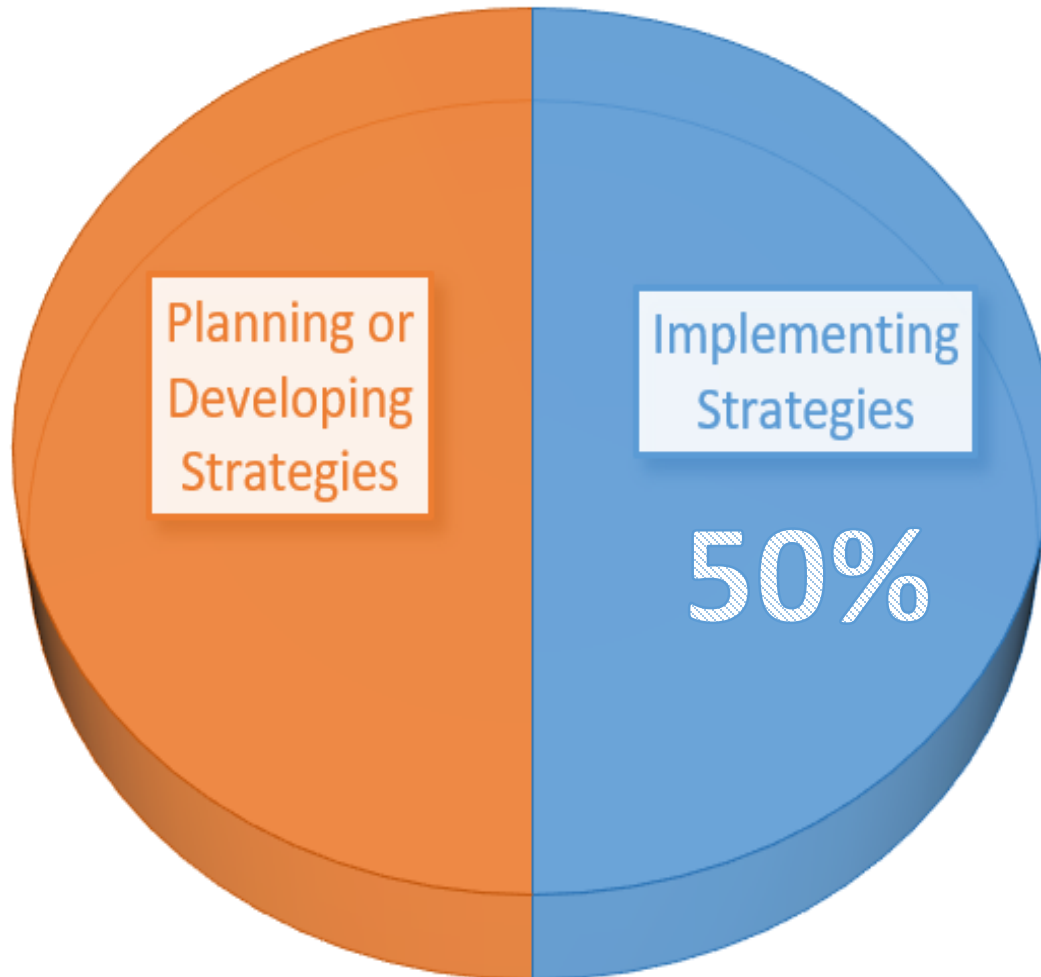
Consortia and Hubs emphasize  
**improving effective interactions  
between adults and children**

The CLASS-Based Coaching Program

- “Was helpful to my development as a coach”
- “Has changed the way I coach”
- “Improved my confidence in my role as a coach”



# F5CA Priority: *Talk. Read. Sing.*



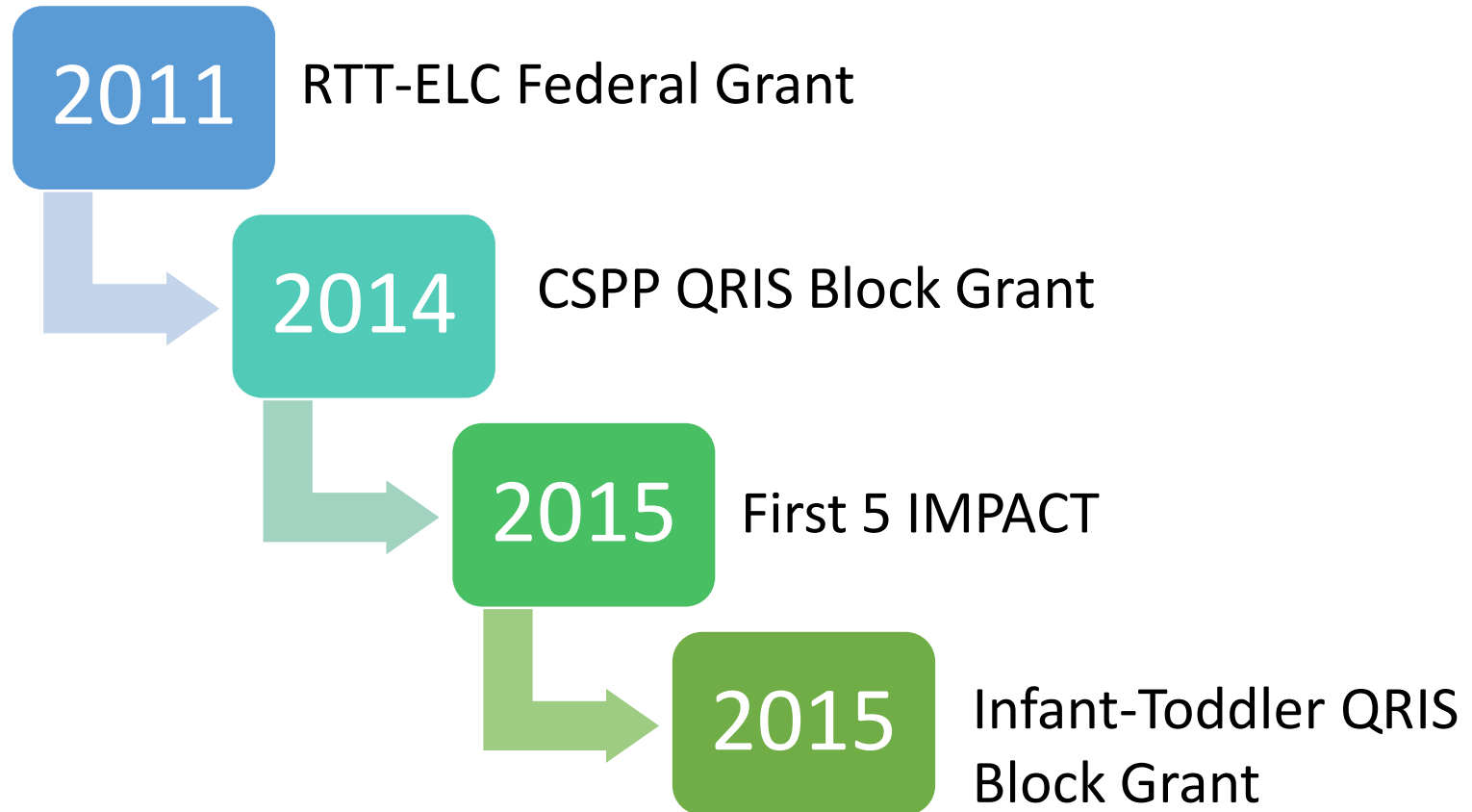
# The Role of First 5 IMPACT in the Statewide QRIS:



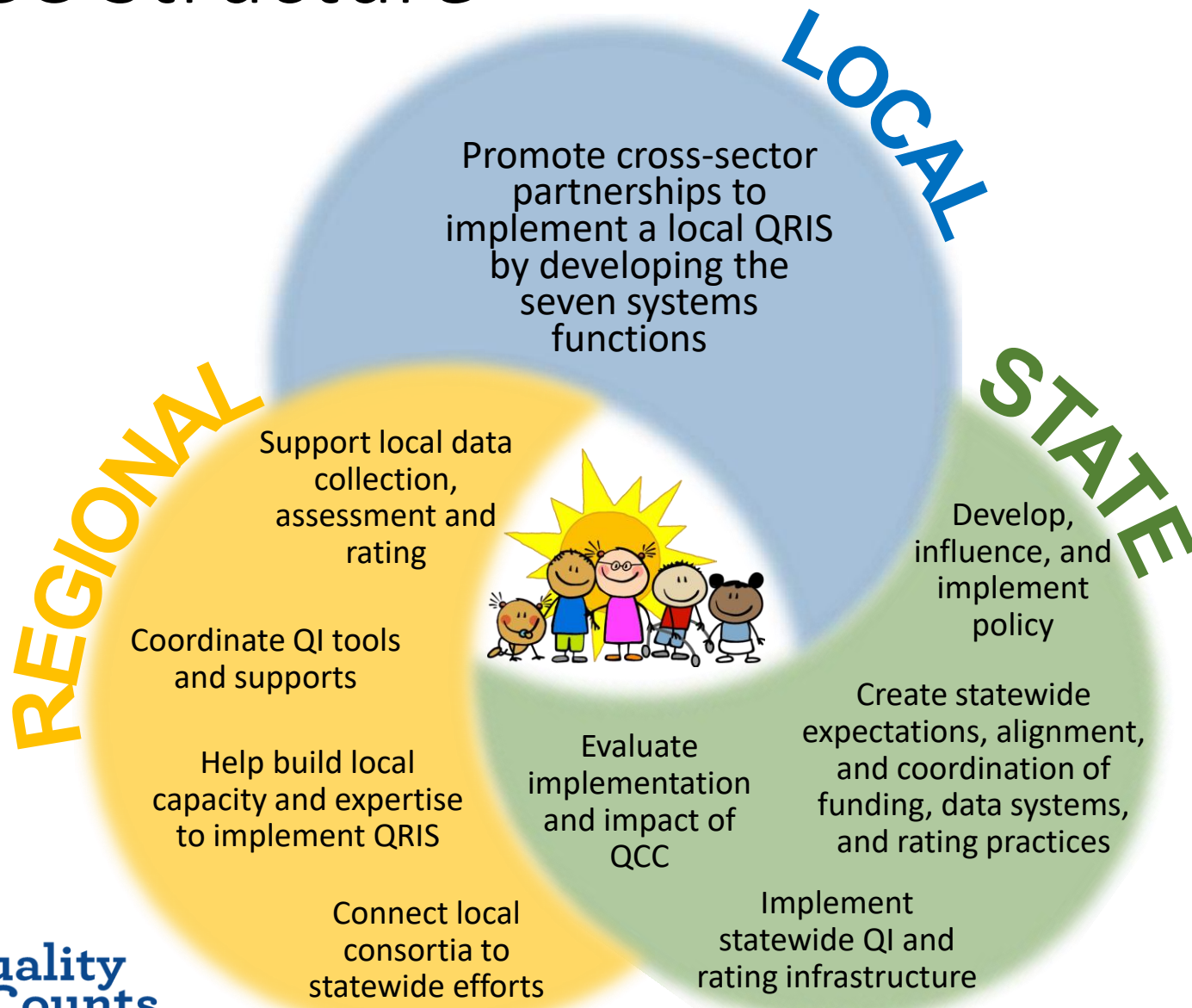
## Quality Counts California (QCC)



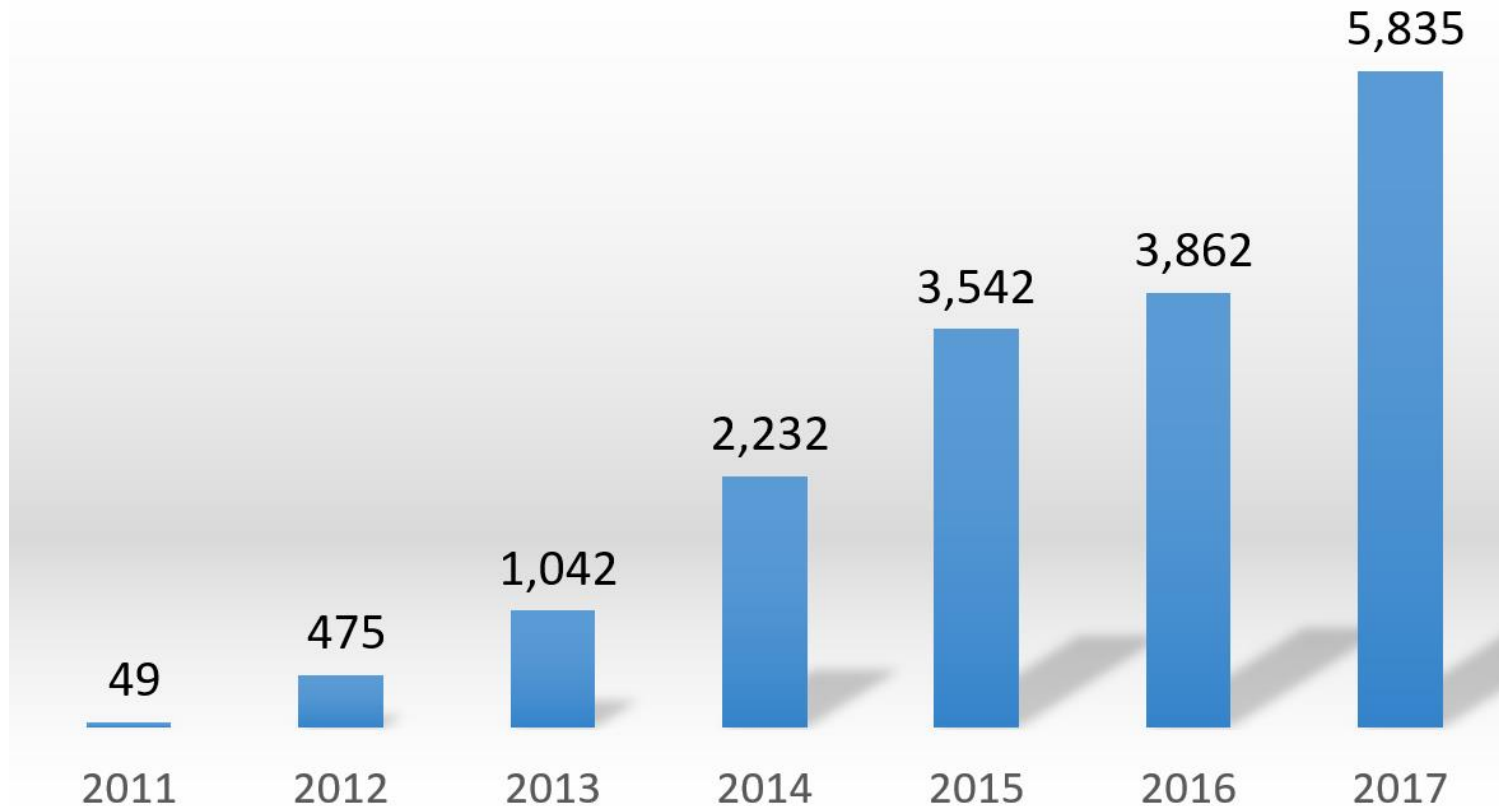
# Evolution of California's QRIS Funding



# QCC Structure

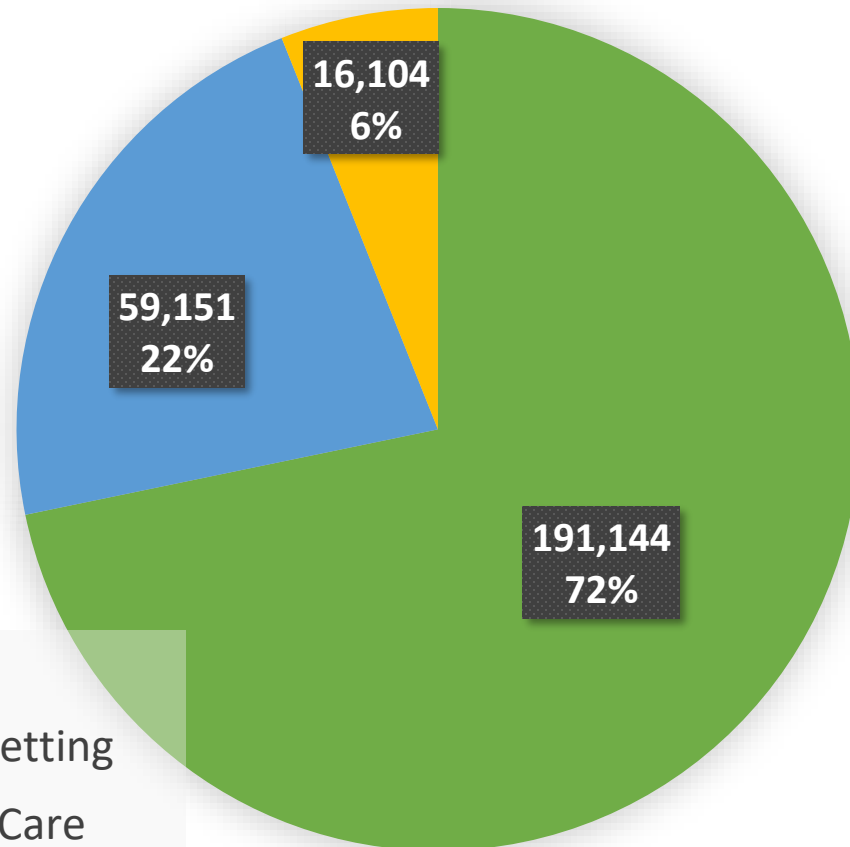


# Participation in QRIS is Growing



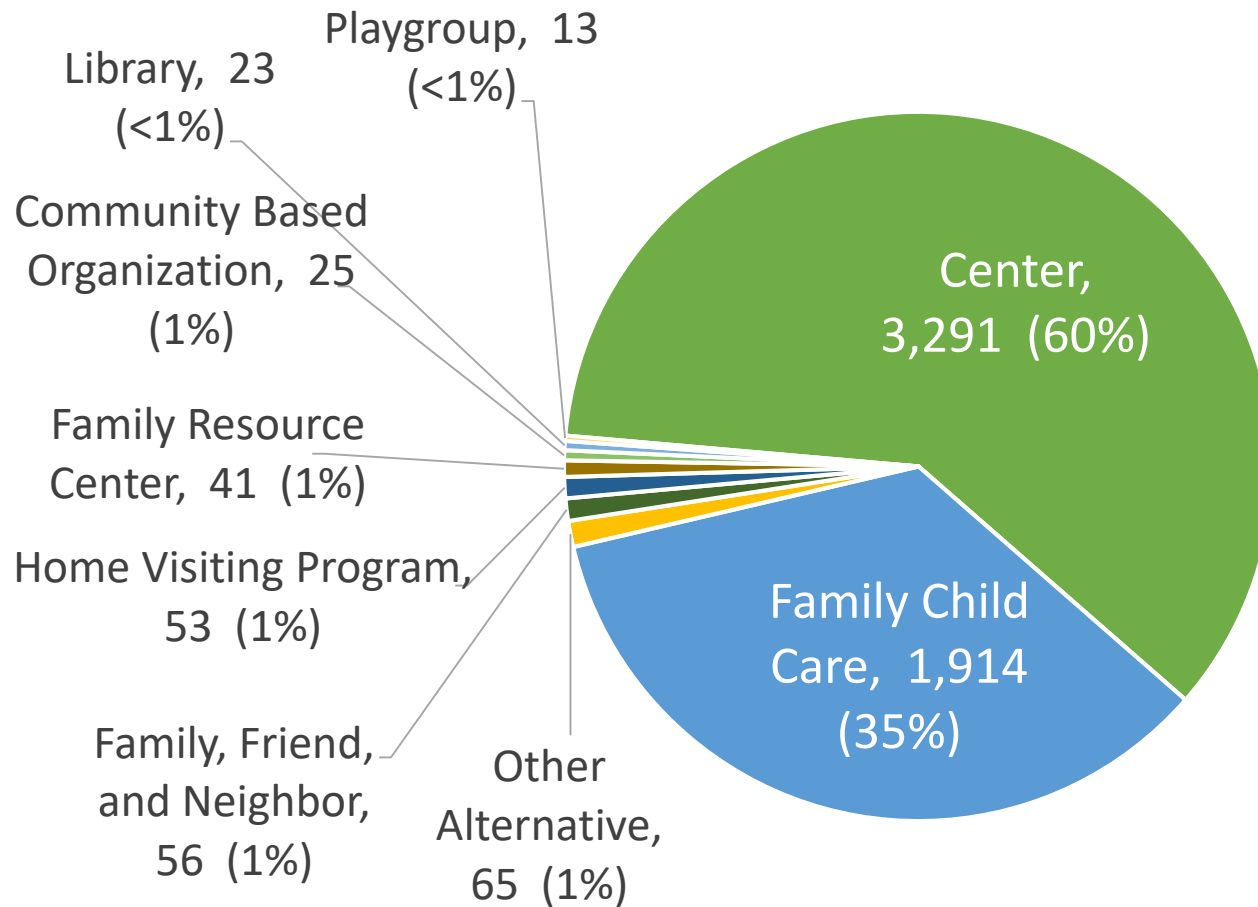
# Children in Participating Sites

More than 266,000 children were served through QCC in 2016–17



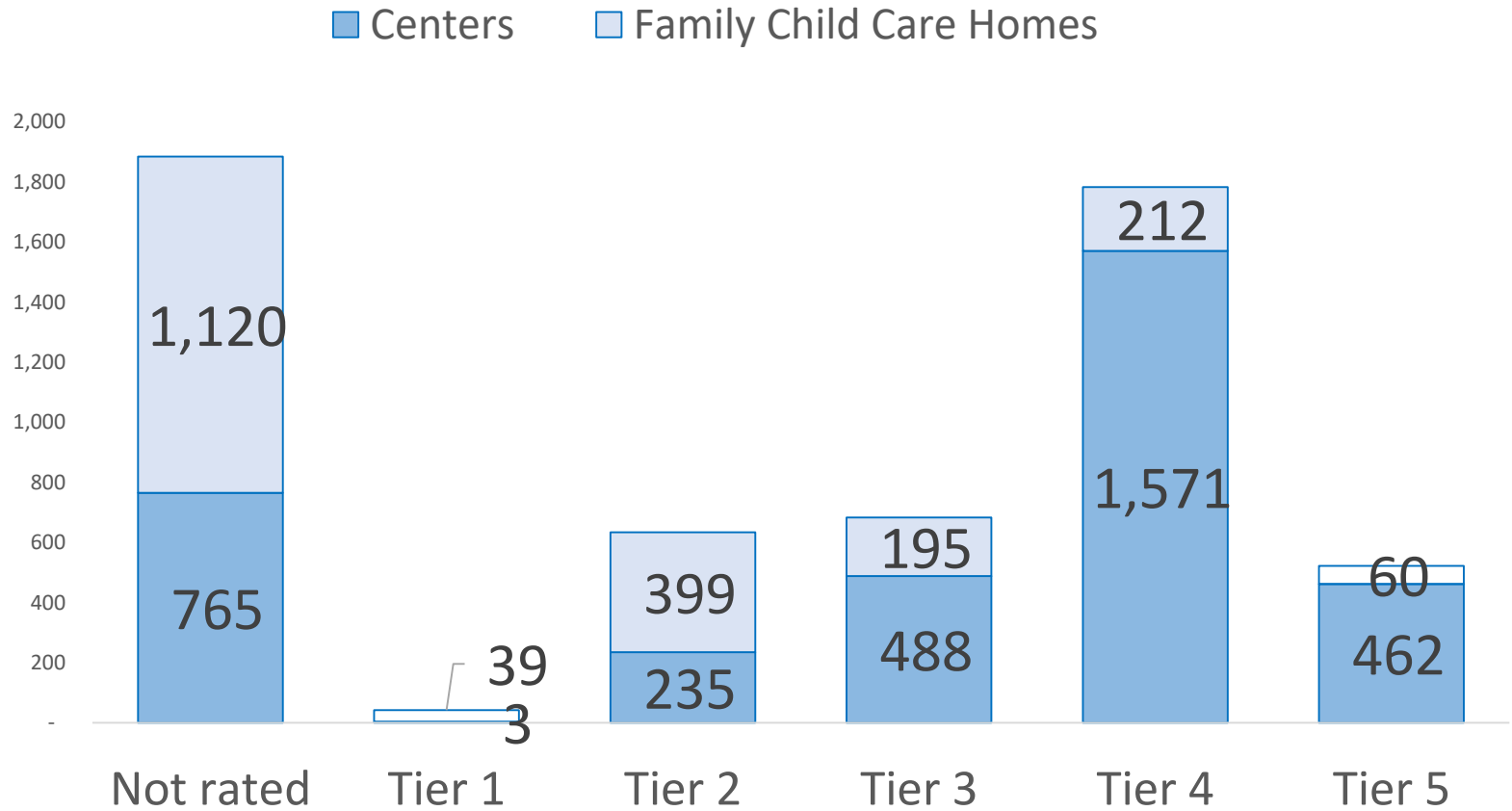
- Center
- Alternative Setting
- Family Child Care

# Sites by Facility Type, 2016-17



N=5,835 Sites

# Rated Early Learning Settings





# What Consortia Are Saying

## Accomplishments

- Collaboration with partners/local governance structure
- Professional development training
- Recruitment and rating of non-center-based sites or sites serving special populations

## Lessons Learned

- Importance of communication, collaboration, and relationship-building
- Importance of coaching to quality improvement
- Importance of planning, coordinating, and supporting training opportunities



# What Policy Makers Should Know...

The most important difference QCC has made in the county/region



# Priorities for Site Recruiting

1. Sites' willingness/readiness to participate
2. Sites serving specific high-needs populations, including low-income, special needs, military, etc.
3. Sites serving children with subsidies, including Head Start, Early Head Start, CSPP, Alternative Payment, and/or CalWORKs
4. Family child care homes



# QCC Quality Elements

Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
<b>CORE I: Child Development and School Readiness</b>	
<ol style="list-style-type: none"> <li>1. Child Observational Assessments</li> <li>2. Developmental and Health Screenings</li> </ol>	<ol style="list-style-type: none"> <li>1. School Readiness</li> <li>2. Social-Emotional Development</li> <li>3. Health, Nutrition, and Physical Activity</li> </ol>
<b>CORE II: Teachers and Teaching</b>	
<ol style="list-style-type: none"> <li>3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development</li> <li>4. Classroom Assessment Scoring System<sup>®</sup> (CLASS<sup>®</sup>)</li> </ol>	<ol style="list-style-type: none"> <li>4. Effective Teacher-Child Interactions</li> <li>5. Professional Development</li> </ol>
<b>CORE III: Program and Environment</b>	
<ol style="list-style-type: none"> <li>5. Ratios and Group Size (Centers only)</li> <li>6. Environment Rating Scales (ERS)</li> <li>7. Director Qualifications (Centers only)</li> </ol>	<ol style="list-style-type: none"> <li>6. Environment</li> <li>7. Program Administration</li> <li>8. Family Engagement</li> </ol>

# Quality Improvement Supports

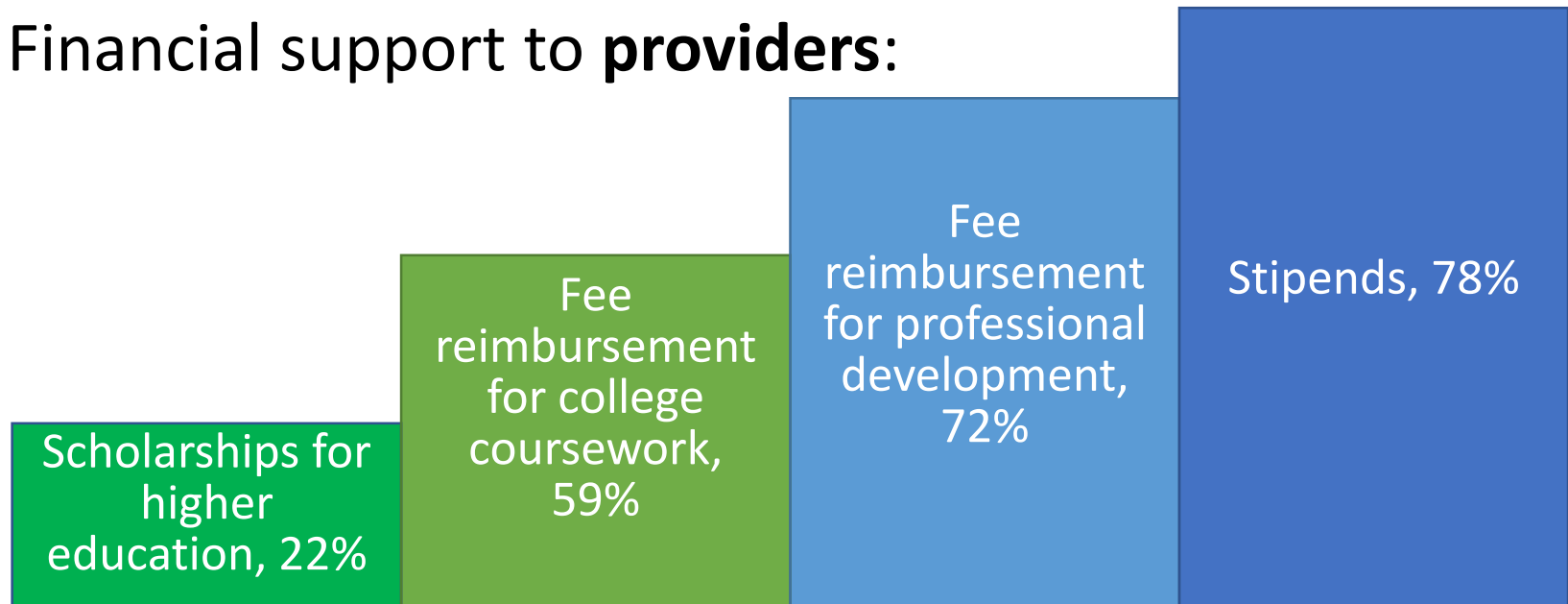
- ASQ and ASQ-SE training \*
- Training aligned to California Preschool Learning and Development Foundations and Curriculum Framework and Desired Results training
- Kits with materials for developmental screening
- Coaching includes strategies to improve effective interactions, social-emotional support, and environment
- Coaching, training, and leadership development includes Strengthening Families framework

\* ASQ – Ages and Stages Questionnaire; ASQ-SE – focuses on social-emotional skills



# Incentives for Participation

Financial support to **providers**:



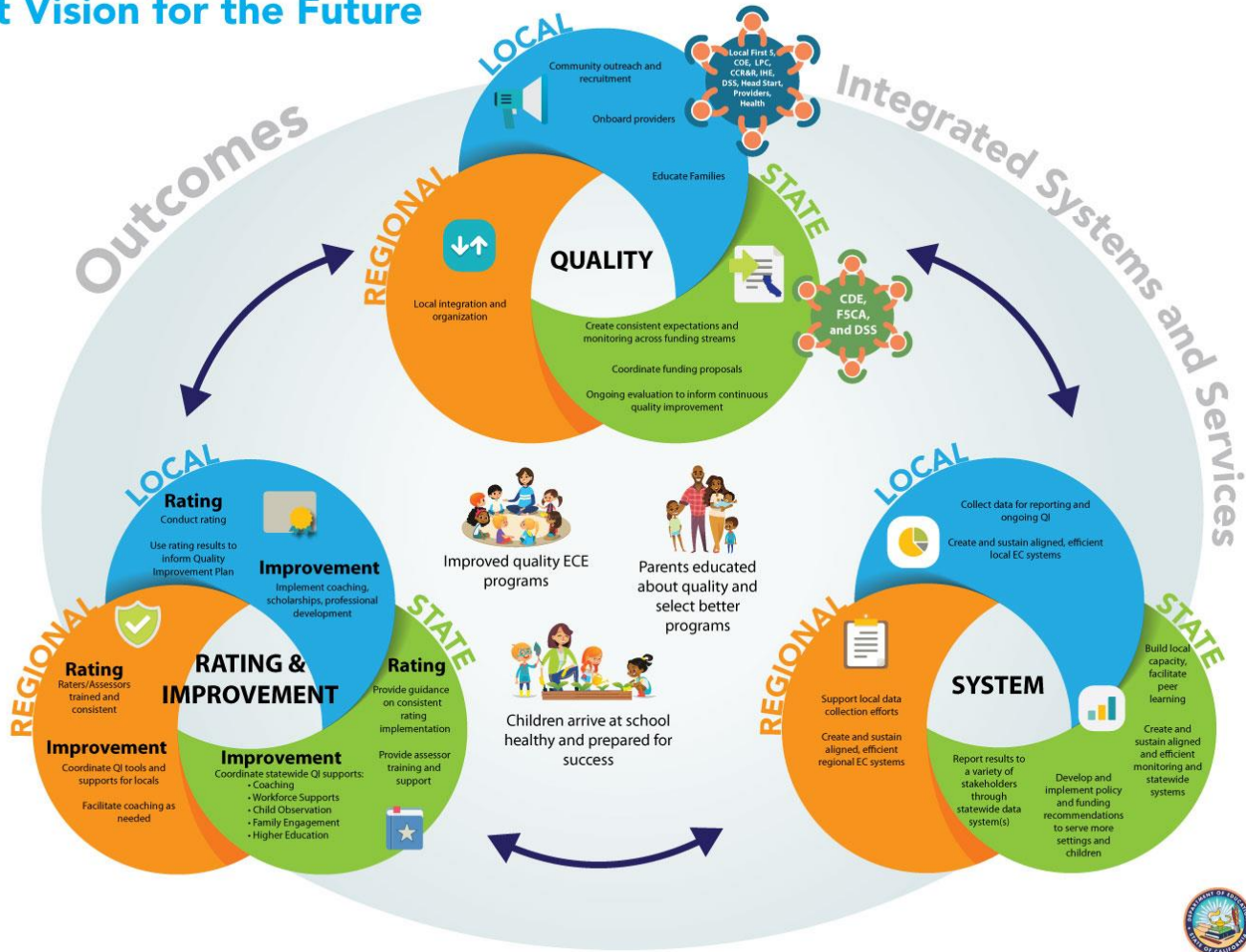
Financial incentives to **early learning settings**

- 87% for participating in QRIS
- 58% for achievement

# Future of QCC: Vision and Evaluation



# CA-QRIS: Draft Vision for the Future





# Three-Year Vision

## **QUALITY**

- Coordinate expectations, monitoring, and funding
- Evaluation

## **SYSTEM**

- Facilitate peer learning
- Standards and system alignment
- Policy and advocacy
- Statewide data system(s)

## **RATING & IMPROVEMENT**

- Rating implementation
- Assessor training and support
- Coaching certification
- Workforce supports
- Child observation
- Family engagement
- Higher education

# Statewide Evaluation

Child Trends contract 2018 – 2020



- Describe how the ECE quality system is changing as a result of the F5CA investment
- Develop a shared definition of quality (e.g., factors that support children’s outcomes) among policy leaders.
- Create a coherent, effective, and efficient system that supports diverse early learning settings and a well-compensated workforce.

A photograph of four young boys of diverse backgrounds gathered around a table, looking intently at an open book. The boy on the far left is a Black boy in a light blue shirt, looking down at the book with a slight smile. Next to him is a white boy in a red shirt, also looking down. Then a Hispanic boy in a blue shirt, and finally a white boy in a dark shirt on the far right, looking down. The book is open in the center, and the boys are all focused on its pages. The image is framed by a green border, which is itself inside a blue border.

*Thank you.*

Questions?



# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

California's statewide quality rating and improvement system (QRIS), Quality Counts California (QCC), is designed to ensure California's children and families have access to high-quality early learning settings and families choose quality settings, so children thrive and succeed in kindergarten and beyond. QCC is implemented through a balance of state, regional, and local funding and collaboration.

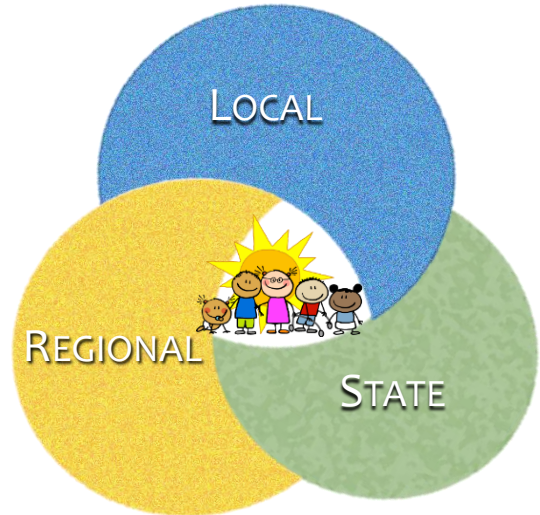
Part of a network, each of the 48 **local QRIS consortia** is comprised of, at a minimum, at least one representative from the local county office of education, First 5 county commission, local planning council (LPC), resource and referral agency (R&R), and an institution of higher education. The role of local consortia is to promote cross-sector partnerships to implement a local QRIS by developing the seven systems functions (see page 3).

Each of the 10 **Regional Hubs** is comprised of representatives from consortia in their region. Hubs:

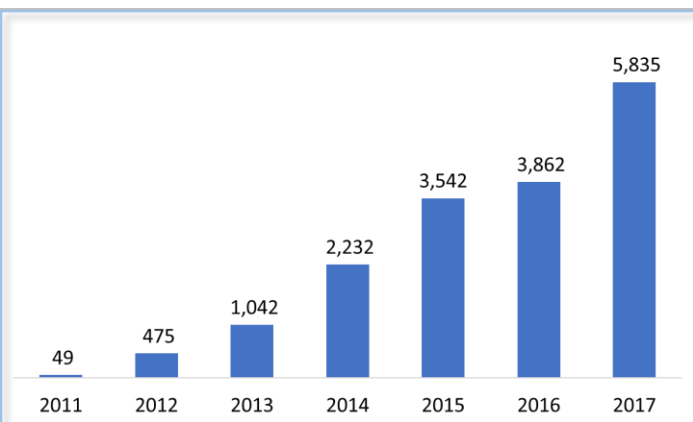
- Help build local capacity and expertise to implement QRIS
- Create efficiencies and streamline processes
- Coordinate quality improvement tools and supports
- Connect local consortia to statewide efforts
- Support local data collection, assessment, and rating

The **State Support Team (SST)** includes staff from the California Department of Education—Early Education and Support Division, and First 5 California (F5CA). The SST is charged with:

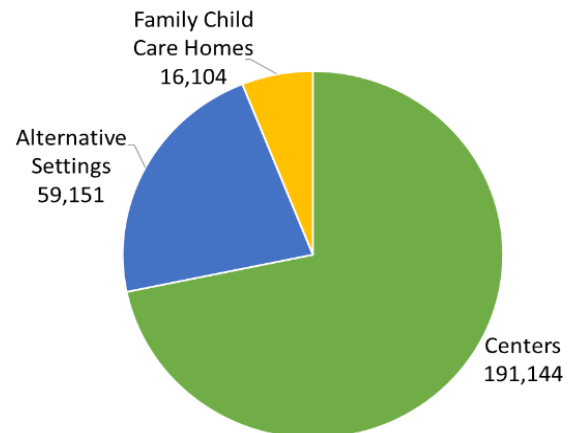
- Developing and implementing policy
- Creating statewide expectations, and alignment and coordination of funding, data systems, and ratings
- Implementing statewide quality improvement (QI) and rating infrastructure
- Evaluating implementation and impact of QCC



California's statewide efforts for QRIS began in 2011 with award of a federal Race to the Top—Early Learning Challenge Grant. The 17 participating counties served 49 early learning settings. Through state and local investments, QCC has grown to include all 58 counties in California serving **5,835** early learning settings.



A total of **266,399** children were served in licensed centers, family child care homes, and alternative settings\* participating in QCC in 2016–17.



\*Alternative settings include, but are not limited to, family, friend, and neighbor care, family resource centers, home visiting programs, playgroups, and library programs.



# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

**Data Sources.** In 2016–17, consortia and Hubs completed an annual performance report. In addition, F5CA- and CDE-EESD-funded consortia submitted data into a common data file about sites participating in their local QRIS. Finally, a survey of consortium partners was administered in fall 2016. Results from these four data sources are reported in this brief.

Hub Annual Performance Report	10
Common Data File	5,835

Recruitment and rating of non-center-based sites and/or special populations

48%

Collaboration with partners/local governance structure

52%

Professional development training

79%

*The most important difference QRIS has made in the county/region*

Improved professional development

40%

Increased awareness of what constitutes quality care

48%

Increased cross-agency collaboration and communication

48%

Increased participation in quality improvement

54%

*QCC helped "in raising awareness of the operational definition of quality among child care providers, parents, and community members." Fresno County*

*Policy makers should know QCC Influences kindergarten readiness, including family and community support and environments, as well as children receiving the opportunity to access quality early learning programs." Orange County*

### Challenges and Lessons Learned

Consortia identified three primary **challenges**:

- Building and maintaining capacity of QRIS staff (25%)
- Coordinating and integrating multiple funding sources (23%)
- Engaging and maintaining participation of family child care home providers in QRIS (15%)

Among the **lessons learned** in 2016–17, consortia reported about the importance of:

- Communication (25%)
- Collaboration, decision-making, and relationship-building (21%)
- Coaching (21%)
- Planning, coordinating, and supporting training opportunities (15%)



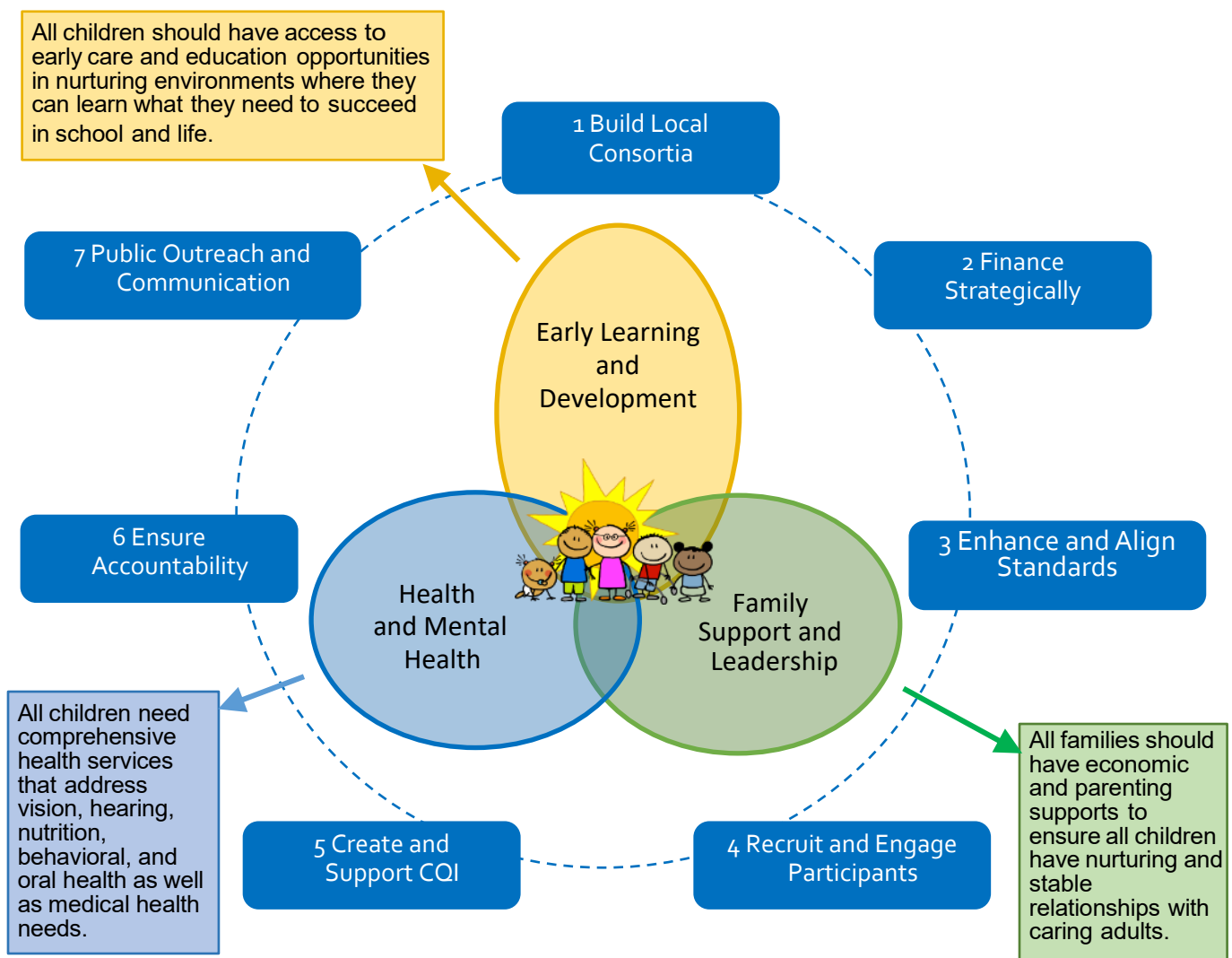


# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

QCC supports a network of local quality improvement systems to better coordinate, assess, and improve the quality of early learning settings. QCC is funded through First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), and CDE-EESD's California State Preschool Program (CSPP) QRIS Block Grant and Infant/Toddler QRIS Block Grant, Federal Child Care and Development Block Grant Quality Improvement investments (e.g., CDE Quality Projects), and local quality projects. Collectively, these investments provide the opportunity to serve a full spectrum of program types, expand the reach of QRIS, and effectively increase quality throughout the state.

### Comprehensive Early Childhood Systems



*\*NOTE about this graphic: The BUILD Initiative's Early Childhood Systems Workgroup developed a simple graphic depicting the intersection of the Health, Early Learning and Development, and Family Support and Leadership systems that are necessary to develop a comprehensive early childhood system, and six strategies to improve functioning of the system. F5CA, through First 5 IMPACT, redefined the graphic and included seven strategies, or functions, now used to frame local QCC consortia activities.*



## Systems Building Efforts by Local Consortia: Seven Systems Functions

### 1 Build Local Consortia

*Defining and coordinating leadership, convening to strengthen cross-sector partnerships, and articulating a shared understanding of the roles and joint leadership necessary to improve the quality of early learning.*

Consortia are at different stages in engaging and strengthening partnerships, developing a local governance structure, and developing a vision, mission, principles, and outcomes: 59% reported being in the advanced stages of implementation, 31% in the early stages, and 10% were still developing strategies to build partnerships, and determine vision and outcomes.

Most consortia evolved from existing early childhood committees: 89% of consortia utilize LPCs as the base, and conduct outreach to specific partners to ensure broad representation.

**What do consortium partners think?** A total of 293 partners across the 46 consortia responded to a survey based on the Wilder Collaboration Factors Inventory<sup>1</sup> about their role in the consortium and various aspects of collaboration. Overall, partners rated collaboration in their consortium high or moderately high. The following are areas of strength, and areas that may warrant further discussion within the consortium.

Strength	Moderate Strength	Marginal Strength	Growth
<ul style="list-style-type: none"> <li>Partners view collaboration as a benefit to their organization</li> <li>Organizations have a history of collaboration or cooperation</li> <li>Partners see the benefit of what they are trying to accomplish with the consortium compared to what they could accomplish on their own</li> <li>Those in consortium leadership positions have good organization and people skills</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect, understanding, and trust</li> <li>A sense that the time is right for the local consortium to tackle QRIS locally</li> <li>The desire by consortia for QRIS to succeed</li> <li>Communication occurring in both informal and formal ways</li> <li>Organizations that need to be members in the consortium have become members</li> <li>There is flexibility in approaches and willingness to consider different ways of working</li> </ul>	<ul style="list-style-type: none"> <li>The pace of development</li> <li>Multiple layers of decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient funds, staff, materials, and time</li> </ul>

*Topics warranting discussion among consortium partners*

<sup>1</sup>Mattessich, P., Murray-Close, M., & Monsey, B. (2001). *Wilder Collaboration Factors Inventory*. St. Paul, MN: Wilder Research. The Wilder Collaboration Factors Inventory is a research-based collaboration tool that allows participants to rate the level of interagency collaboration occurring in different areas on a five-point scale, with questions grouped into 20 factors and six domain areas. This inventory is useful to identify areas of Strength (4.0-5), Growth (2.9 or less), and areas in between (3.0-3.9), being closer to a strength or to areas for growth.



# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

### 2 Finance Strategically

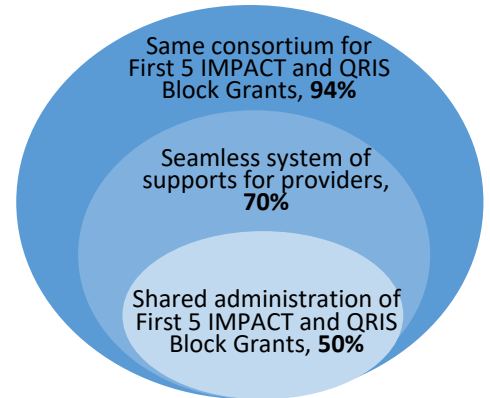
*Identifying and leveraging multiple funding sources and sustainability strategies.*

Over **half** of consortia indicated **having identified new funding strategies** for their local QRIS:

- Leveraging CDE and F5CA QRIS funding sources
- Partnering with local and state initiatives (nutrition, literacy, mental health)
- Obtaining grants from foundations
- Benefiting from ballot measures for local or county tax initiatives
- According to partners, most consortia had developed cross-agency fiscal policies to support quality improvement

### Shared Resources and Implementation

Most counties use the same consortium for all their QRIS efforts and work to implement a seamless system of support for providers.



### 3 Enhance and Align Standards

*Using QRIS to align and integrate standards, services, and practices within and across systems.*

Nearly all counties receiving QRIS funds from both F5CA (First 5 IMPACT) and CDE–EESD (QRIS Block Grants) use the same consortium for both, and most work together to create a seamless system of supports for providers.

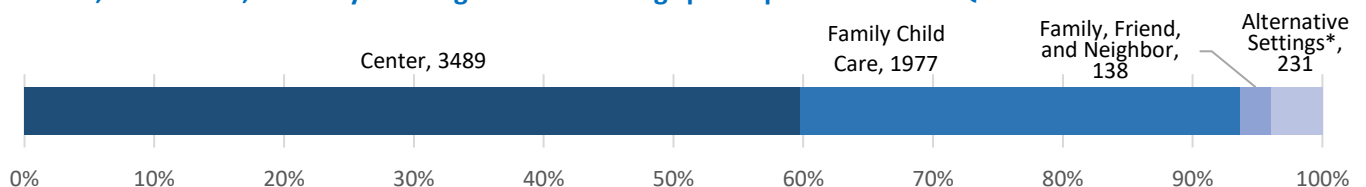
A goal of QCC is to reduce duplication of effort across different QRIS efforts such as CSPP and IT-QRIS Block Grants, and First 5 IMPACT.

- Between **two-thirds** and **three-quarters** of consortia reported sharing staff across consortia such as raters, assessors, coaches, technical assistance staff, QRIS administration, and data entry staff.
- More than **three-quarters** of consortia indicated sharing communication strategies and data system, collection, or entry activities.

### 4 Recruit and Engage Participants

*Recruiting diverse early learning sites and family childcare providers to participate in local QI efforts and maintaining their engagement.*

**In 2016–17, a total of 5,835 early learning and care settings participated in a local QRIS**



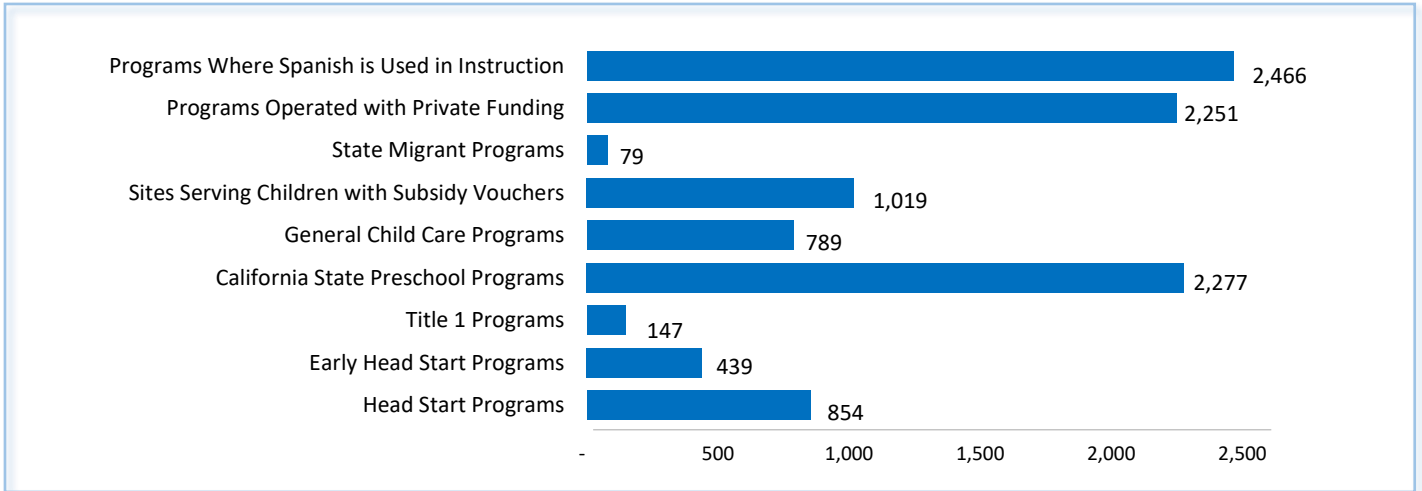




# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

Of the 46 consortia, nearly all report supporting centers (44) or family child care providers (45) in their local QRIS. Nearly **two-thirds (27)** include alternative settings, and **7** consortia include family, friend, and neighbor care providers.



### RECRUITING

Consortia reported using different recruiting strategies for different types of early learning settings.

Most consortia agreed using a variety of communication methods, including a combination of phone, e-mail, and face-to-face communication, was most effective in recruiting and communicating with all types of providers.

- Nearly **half** of consortia found communication through **local child care and development planning councils** effective for recruiting **public centers**.
- Two-thirds** of consortia stated outreach through **resource and referral agencies** was most effective for recruiting **family child care homes**. This also was the most effective strategy for recruiting **family, friend, and neighbor care providers (26%)**.

*Kern consortium partners reported having great success working with Spanish speaking family childcare providers.*

*In 2016-17, Santa Barbara County reported a significant increase in the number of family child care providers who are interested in participating in QRIS, improving their programs, and seeking NAFCC\* accreditation.*

\*National Association for Family Child Care

### ENGAGING

While the majority of consortia indicated “willingness of sites to participate” was a key factor in site selection, other priorities included:

- Family child care homes
- Sites serving children with subsidies, including Head Start, Early Head Start, CSPP, Alternative Payment, and/or CalWORKs
- Sites serving specific high-needs populations (e.g., low-income, special needs, military)



# Quality Counts California 2016-17 Data Brief

## Building Local Capacity and Regional Efficiencies in California's QRIS

### 5 Create and Support Continuous Quality Improvement

*Using the QCC Framework to connect continuous quality improvement activities within and across programs and systems.*

Consortia used a variety of strategies to support CQI in early learning settings, including tools and resources, peer support opportunities, coaching, training, and curricula:

- Nearly all consortia provided **centers and family child care homes** access to **coaching and mentoring**



The **majority** of consortia:

- Provide general training aligned to California Preschool Learning and Development Foundations and Curriculum Framework (85%) and Desired Results training (80%)
- Include strategies to improve effective interactions, social-emotional support, and environment in their coaching (84%)
- Provide kits with materials for developmental screening (83%)
- Incorporate the Strengthening Families framework into coaching, training, and leadership (80%)

**Most** consortia:

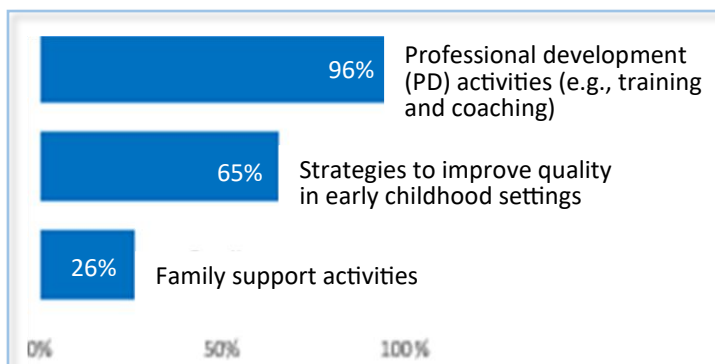
- Offer training on using child observations and assessment to inform curriculum planning (74%)
- Provide materials for the environment (72%)
- Help educators develop Individual Professional Growth Plans (68%)
- Support providers
- Provide ongoing training and support for providers serving families whose home language is not English (62%) and work to raise providers' awareness and knowledge of cultural and linguistic responsiveness in their work with families

Regional Hubs are designed to support consortia in their region. Almost all consortia reported their participation in the Hub has helped them implement professional development activities, such as training and coaching, but to a lesser extent with regard to other quality improvement strategies.

When early learning settings engage in local QCC efforts and early educators participate in CQI, most consortia provide financial incentives, which is effective in maintaining their engagement:

- More than three-quarters of consortia reported offering stipends (78%) to providers
- Between half and three-quarters provide fee reimbursement for professional development (72%) or college coursework (59%)
- Nearly one-quarter offer scholarships for higher education (22%)

Consortia also awarded financial incentives to early learning settings for participating (87%) in QRIS and achievement (58%).





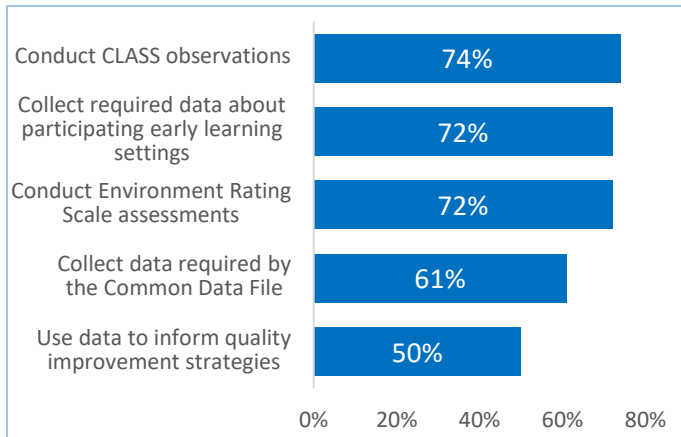
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## Building Local Capacity and Regional Efficiencies in California's QRIS

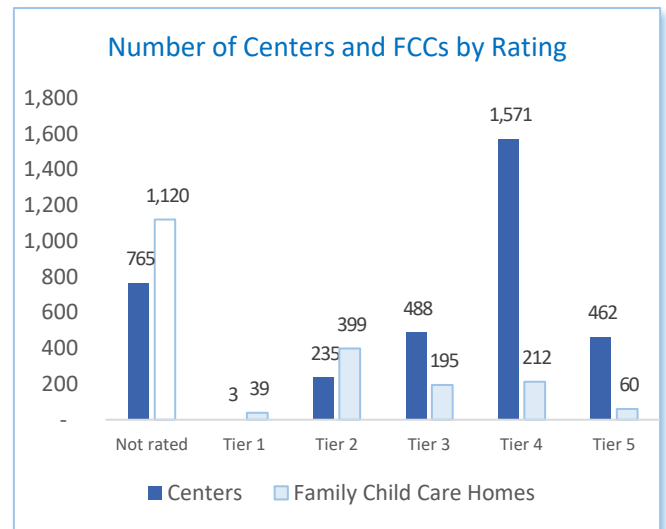
### 6 Ensure Accountability

*Using data to track progress; rating and monitoring early learning settings participating in QCC; using data to guide continuous quality improvements and evaluating the impact of QCC on child outcomes.*

- Regional Hubs are funded to support assessment, rating, and data collection for consortia in their region.
- Most consortia indicated the Hub helped collect assessment data (Environment Rating Scales (ERS) and Classroom Assessment Scoring System® [CLASS]), and data about early learning settings participating in QRIS. Fewer consortia indicated the Hub helped collect data for the Common Data File or use data to inform QI efforts.



Nearly **80%** of centers and **45%** of FCCs participating in QCC in 2016–17 were rated. The mean tier rating for the **2,759** rated centers was **3.82**; the mean tier rating for the **905** rated FCCs was **2.97**.



### 7 Public Outreach and Communication

*Building public awareness about quality and support for QRIS, and increasing parent demand for quality early learning settings.*

#### Promising Communication Strategies:



R&Rs communicate with providers and families



Stakeholder presentations are most effective for policymakers



Websites are best for communicating with community

- Most consortia reported being in the planning or developing stages of building public awareness of QRIS (**59%**) and building parent/family demand for high-quality settings (**85%**). Consortia reported different promising strategies for communicating the goals of QRIS to different audiences.
- 42%** of consortia reported planning or developing strategies to make ratings publicly available. Those who were implementing strategies most commonly posted ratings on a website (R&R, QRIS website, etc.) (**79%**), or had the early learning setting post the rating at their site (**59%**).