Washington’s Quality Rating and Improvement System

Rachael Brown-Kendall and Nicole Rose
Children who receive quality early child care and education are more likely to:

- Have strong social emotional skills
- Show improved math and reading skills
- Graduate high school
- Attend college
- Earn higher wages
Agenda

- Quality Rating Improvement Systems
- Early Achievers components
  - Provider supports
  - Data collection and rating process
- Milestones and impacts
- Continuous quality improvement of Early Achievers
What is a Quality Rating and Improvement System?

A QRIS is a framework for improving observable quality in child care settings.

Early Achievers, Washington State’s QRIS, is at the forefront of a nation-wide movement to increase availability and access to high-quality early learning.
Early Achievers is Washington State’s framework for quality early learning and is designed to support:

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Early Achievers Partners

**Q**
- **Quality**
  - All agencies promote a commitment to continuous quality improvement

**R**
- **Rating**
  - The University of Washington is the lead agency for evaluation, assessment, and rating assignment

**I**
- **Improvement**
  - Child Care Aware of WA is the lead agency for improvement activities, such as training and coaching

**S**
- **System**
  - Department of Children, Youth, and Families is the lead agency for system development, integration, and policy

www.dcyf.wa.gov
Department of Children, Youth, and Families

Satellite offices*

Central
Yakima, Wenatchee
Eastern
Spokane, Tri-Cities, Pullman, Walla Walla
King & Pierce Counties
Seattle (Main), Tacoma, Redmond, Seattle (Lake City), Kent
Northwest
Bellingham, Everett, Burlington
Olympic Peninsula
Olympia, Bremerton
Southwest
Vancouver

*This list does not include individuals who work out of their home in remote and rural areas. It only includes locations places with physical offices.

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Coaching services are available in the following languages:

- American Sign Language
- Arabic
- Hindi
- English
- Spanish
- Somali
- Tagalog

Other languages are available through use of an interpreter.
Sample of data collector qualifications:

Bachelor’s degree in ECE or related field

1-2 years of experience in an early learning program

Ability and experience working with people of various racial, ethnic, and socioeconomic backgrounds

Maintain reliability on all assigned measures

Knowledge of and experience with child assessments and program assessments
Cultivate Learning Community Liaison and Data Collection Teams

- American Indian/Alaskan Native: 3%
- Asian/SE Asian: 13%
- Black/African: 13%
- Hispanic/Latino: 19%
- White: 52%

Data Collection is offered in the following languages:
- Cantonese
- Russian
- English
- Somali
- Korean
- Spanish
- Mandarin
- Uzbek
- Oromo
- Vietnamese

Other languages are available through use of an interpreter.

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Early Achievers Rating System

- **Level 5:** 91-100 pts
  - Excelling in High Quality
- **Level 4:** 70-90 pts
  - Thriving in High Quality
- **Level 3:** 30-69 pts
  - Demonstrating High Quality
- **Level 2:**
  - Professional Growth and Facility Management
- **Level 1:**
  - Licensed Child Care— the Foundation of Quality

Facilities earn points in Quality Standard areas through evaluation.

All facilities meet the same requirements.

[Link: www.dcyf.wa.gov]
## Current Early Achievers Quality Standards

<table>
<thead>
<tr>
<th>Quality Standard Area</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment and Interactions</td>
<td>60 points</td>
</tr>
<tr>
<td>CLASS</td>
<td>40 points</td>
</tr>
<tr>
<td>ERS</td>
<td>20 points</td>
</tr>
<tr>
<td>Child Outcomes</td>
<td>9 points</td>
</tr>
<tr>
<td>Curriculum and Staff Supports</td>
<td>11 points</td>
</tr>
<tr>
<td>Family Engagement and Partnership</td>
<td>10 points</td>
</tr>
<tr>
<td>Professional Development and Training</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

More information about the Quality Standards can be found on the DCYF website.

www.dcyf.wa.gov
Providers participate in an on-site observation that measures the quality of the learning environment and interactions.
Early Achievers Quality Standards: Child Outcomes

- Screen for developmental milestones.
- Assess each child’s strengths and needs.
- Share information about child’s progress with families.
- Individualize activities and curriculum for each child’s needs.

www.dcyf.wa.gov
Early Achievers Quality Standards:
Curriculum and Staff Supports

• Use a curriculum that meets developmental guidelines.
• Provide time for staff planning and training.

www.dcyf.wa.gov
Early Achievers Quality Standards: Family Engagement and Partnerships

- Provide resources to families in their primary language
- Partner with families to determine child strengths and needs.
- Use a self-assessment to develop a family engagement plan.

www.dcyf.wa.gov
Early Achievers Quality Standards: Staff Professionalism

• Complete and submit Early Childhood Education certificates, credentials or degrees.

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What does Early Achievers mean for early learning professionals?

- Training and Resources
- Personalized Coaching
- Professional Development Scholarships
- Needs-Based Grants
- Tiered Reimbursement
- Quality Improvement Awards

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What is coaching?

Coaching supports continuous quality improvement.
Data Collection: Request for On-Site Evaluation

Streamlined Data Collection
• Community Liaison call
• Environment Rating Scale (ERS)
• Classroom Assessment Scoring System (CLASS)

Full Data Collection
• Community Liaison visit
• Environment Rating Scale (ERS)
• Classroom Assessment Scoring System (CLASS)
• Optional Records Review

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Environment Rating Scale (ERS)

Comprehensive observation based assessment that is used all over the world

- Focused on developmentally appropriate activities and interactions within specific learning environments reviewed in six subscales:
  - Space and Furnishings
  - Personal Care Routines
  - Language-Reasoning
  - Activities
  - Interactions
  - Program Structure

www.dcyf.wa.gov
Classroom Assessment Scoring System (CLASS)

• Observation based assessment
  – Focused on:
    • Teacher child interactions in up to three domains
      – Emotional Support
      – Instructional Support
      – Classroom organization

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Data Collection: Community Liaison

- Contact for site while in rating queue
- Collects block out dates
- Confirms the standards for data collection
- Collects information for day of data collection
- Conducts the director/family child care owner interview
Optional Records Review

• Interactive Rating Readiness Tool
  – Opt-in and Opt-out
  – Map to the evidence
• File review: 1/3 of files not less than 3
• Policy handbooks

www.dcyf.wa.gov
## Interactive Rating Readiness Tool

<table>
<thead>
<tr>
<th>Individualizing</th>
<th>Standard Area Requirements</th>
<th>Detail location and/or process for data collector to access evidence of policy and/or practice as applicable</th>
<th>1=IN PLACE 0=OPT OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Individualized instruction for all children (1 point)</td>
<td>Instruction is individualized for all of children (e.g., TSG goals for each child, initials on lesson plans, and during teacher interview the teacher describes the individualization process with details indicating an understanding and ongoing practice of tailoring instruction to meet the individual needs of children).</td>
<td>In this space participants document where the evidence is located, such as “in the green binder on the bookshelf in the director’s office.”</td>
<td></td>
</tr>
</tbody>
</table>

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)
Quality Checking Data Collection

- Reliable data collectors
- Supervisor review
- Round table
- Documented decision rules
- DEL/DCYF quality assurance process
Rating Release

Data collection and rating releases follow a cohort model.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
<th>Cohort 5</th>
<th>Cohort 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Request Submitted to UW by</td>
<td>Oct. 1</td>
<td>Dec. 1</td>
<td>Feb. 1</td>
<td>April 1</td>
<td>June 1</td>
<td>Aug. 1</td>
</tr>
<tr>
<td>Rating Release Date</td>
<td>Feb. 15</td>
<td>April 15</td>
<td>June 15</td>
<td>Aug. 15</td>
<td>Oct. 15</td>
<td>Dec. 15</td>
</tr>
</tbody>
</table>
After the Rating Release

Rating released
- Provider receives email notification
- Coach and provider review rating data

30 days after rating release
- Rating is published to Child Care Check
- Provider sets goals based on data

60 days after rating release
- Quality Improvement Award percent subsidy calculation processed
- Provider continues to work with coach

Within 90 days of rating release
- Quality Improvement Awards paid
- Provider continues to work with coach
Coaching for Continuous Quality Improvement

Early Achievers supports continuous quality improvement through:

- Personalized Practice-Based Coaching
- Quality Improvement Plan
- Infant-Toddler Consultation
- Incentives and Supports
- Early Achievers Coaching Framework

*Adapted from the National Center on Quality Teaching and Learning
EARLY ACHIEVERS MILESTONES AND IMPACT
Early Start Act Timelines

Existing Subsidy Provider
- Enroll by Aug. 1, 2016
- Complete Level 2 activities by Aug. 1, 2017
- Rate Level 3 or higher by Dec. 31, 2019 to maintain subsidy eligibility

New Subsidy Provider
- Enroll within 30 days of receiving subsidy payment
- Complete Level 2 activities within 12 months of enrollment
- Rate Level 3 or higher within 30 months of enrollment to maintain subsidy eligibility

New ECEAP: License-exempt
- Enroll within 30 days from the start of ECEAP services
- Rate Level 4 or higher within 12 months from Early Achievers enrollment date

New ECEAP: Licensed/Certified
- Enroll within 30 days from the start of ECEAP services
- Rate Level 4 or higher within 18 months from start of ECEAP services

Early Head Start - Child Care (EHS-CC) Partner
- Enroll within 30 days of the start of the Partnership Agreement
- Rate Level 3 or higher within 18 months from date of enrollment in Early Achievers

Existing subsidy provider: a provider who received a subsidy payment between July 1, 2015 and June 30, 2016.

New subsidy provider: a provider who received a subsidy payment on or after July 1, 2016 and did not receive a subsidy payment between July 1, 2015 and June 30, 2016.

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Milestones Fiscal Year 2016

- Creation of the Early Achievers Review Subcommittee
- ECEAP sites enrolled by October 2015
- Ratings published publicly November 1, 2015
- Extension protocol for exceptional circumstances
- Early Start Act Annual Report
- ECEAP sites rated Level 4 by March 2016
Milestones Fiscal Year 2017

- Work with tribal governments to explore alternative assessments
- Quality Improvement Awards reserved for providers serving at least 5% subsidy
- Incorporate National Accreditation into Early Achievers
- Subsidy providers enrolled by August 1, 2016

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Milestones Fiscal Years 2018-2020

- Subsidy providers complete Level 2 by August 1, 2017
- Continue process to engage Tribal Governments in search of alternative assessments
- Continue rating process to achieve FY2020 subsidy rating milestone
### Milestone Progress: Early Achievers Enrollment

<table>
<thead>
<tr>
<th>Provider Enrollment by Type and Timeline</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family child care sites</strong></td>
<td>New ECEAP + Licensed</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Existing Subsidy</td>
<td>1619</td>
</tr>
<tr>
<td></td>
<td>New Subsidy</td>
<td>347</td>
</tr>
<tr>
<td></td>
<td>No State Funding</td>
<td>361</td>
</tr>
<tr>
<td><strong>Center-based early learning sites</strong></td>
<td>Existing ECEAP</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td>New ECEAP</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>New ECEAP + Licensed</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Existing Subsidy</td>
<td>793</td>
</tr>
<tr>
<td></td>
<td>New Subsidy</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>No State Funding</td>
<td>232</td>
</tr>
<tr>
<td><strong>Total sites enrolled</strong></td>
<td></td>
<td>3880</td>
</tr>
</tbody>
</table>

Data from 7-11-2018 EA Participation Monitoring Private Pay Report

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)
August 1 2017 Level 2 Progress Summary

• 2,729 subsidy providers with 8/1/2017 Level 2 deadline
• 2,637 (96%) have completed Level 2 (as of 7/27)
  → These providers represent 99% of the FY2016 capacity for subsidy children <5 (among the 2,729)
• 102 (3.7%) have not yet completed Level 2
• 53 providers not yet meeting requirements have July authorizations for 237 children <5 (as of 7/14)
• 94.8% of English-primary providers and 99.4% of non-English providers have completed Level 2
• 95.3% of white providers, and 98.1% of providers of color have completed Level
## Milestone Progress: Early Achievers Ratings

### Provider Rating by Type and Timeline

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Timeline</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Not rated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family child care sites</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New ECEAP + Licensed</td>
<td></td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Existing Subsidy</td>
<td></td>
<td>82</td>
<td>513</td>
<td>8</td>
<td>0</td>
<td>1016</td>
</tr>
<tr>
<td>New Subsidy</td>
<td></td>
<td>5</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>290</td>
</tr>
<tr>
<td>No State Funding</td>
<td></td>
<td>10</td>
<td>77</td>
<td>4</td>
<td>0</td>
<td>270</td>
</tr>
<tr>
<td><strong>Center-based early learning sites</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing ECEAP</td>
<td></td>
<td>0</td>
<td>35</td>
<td>209</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>New ECEAP</td>
<td></td>
<td>2</td>
<td>3</td>
<td>36</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>New ECEAP + Licensed</td>
<td></td>
<td>1</td>
<td>14</td>
<td>20</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Existing Subsidy</td>
<td></td>
<td>48</td>
<td>406</td>
<td>32</td>
<td>1</td>
<td>306</td>
</tr>
<tr>
<td>New Subsidy</td>
<td></td>
<td>2</td>
<td>56</td>
<td>2</td>
<td>0</td>
<td>115</td>
</tr>
<tr>
<td>No State Funding</td>
<td></td>
<td>13</td>
<td>60</td>
<td>39</td>
<td>0</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total sites</strong></td>
<td></td>
<td>163</td>
<td>1217</td>
<td>355</td>
<td>4</td>
<td>2141</td>
</tr>
</tbody>
</table>

Data from 7-11-2018 EA Participation Monitoring Private Pay Report

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Impacts: Fiscal Year 18 Coaching

- Over 115,950 hours of relationship based professional development support.
  - 64,281 hours of pre-rating support
  - 43,328 hours of post rating support
  - 8,341 hours of support that occur both pre/post
Culturally Responsive Supports

Figure 20. Relationship-Based Professional Development by Provider Language

Data from the ESA Annual Report, 2017

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Impacts: Scholarships for Early Childhood Education

Early Achievers professional development standards focus degree attainment in early childhood education (ECE).

• Scholarships for Bachelor level degrees in ECE
• Grants for ECE stackable certificates and Associate level degrees
Initial Rating Outcomes

Initial Ratings: 1739 Ratings

- Level 2: 422 ratings (24.3%)
- Level 3: 955 ratings (54.9%)
- Level 4: 358 ratings (20.6%)
- Level 5: 4 ratings (0.2%)

All Initial Rating Data: 1739 Ratings

<table>
<thead>
<tr>
<th>Initial ERS</th>
<th>Initial CLASS ES/CO</th>
<th>Initial CLASS IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.79</td>
<td>5.65</td>
<td>2.75</td>
</tr>
</tbody>
</table>
Re-rate Outcomes

Initial Rating V Rerate Level Change: 176 Rerates

<table>
<thead>
<tr>
<th>Initial Rating Level</th>
<th>Rerate Rating Level</th>
<th>Number of Rerates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>15% 26</td>
</tr>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>70% 118</td>
</tr>
<tr>
<td>Level 4</td>
<td>Level 4</td>
<td>14% 24</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>100% 168</td>
</tr>
</tbody>
</table>

Level 3

<table>
<thead>
<tr>
<th>Initial Rating Level</th>
<th>Rerate Rating Level</th>
<th>Number of Rerates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Level 3</td>
<td>63% 5</td>
</tr>
<tr>
<td>Level 4</td>
<td>Level 4</td>
<td>38% 3</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>100% 8</td>
</tr>
</tbody>
</table>

All Initial Rating Data: 1739 Ratings

ERS Rerate

Initial ERS | Rerate ERS | Change in ERS Rerate
------------|------------|---------------------|
3.79        | 3.24       | 0.52                |
5.65        | 3.76       |                     |
2.75        |            |                     |

CLASS ES/CO Rerate

Initial CLASS ES/CO | Rerate CLASS ES/CO | Change in ES/CO Rerate
---------------------|---------------------|-----------------------|
5.26                | 5.67               | 0.40                  |

CLASS IS Rerate

Initial CLASS IS | Rerate CLASS IS | Change in IS Rerate
-----------------|-----------------|---------------------|
2.15             | 2.75            | 0.60                |

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CONTINUOUS QUALITY IMPROVEMENT OF EARLY ACHIEVERS
Early Achievers and CQI

Early Achievers Milestones and Goals

- Streamline the onsite evaluation
- Alignment
- Focus on Equity and Cultural Responsiveness
- Early Achievers Outreach
- Early Achievers Review Subcommittee
- Early Start Act Milestones

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Early Achievers Review Subcommittee (EARS)

- Created in 2015
- Provides feedback and guidance on the development and implementation of Early Achievers
- Contributes to annual report

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EARS Accomplishments

The Early Achievers Review Subcommittee has made significant contributions since its creation in 2015, including:

• Developing and proposing the Early Achievers Accreditation Policy

• Identifying participation barriers and making recommendations to address them, such as a simplified application for Level 2

• Providing feedback that influenced policy decisions, such as a streamlined file sampling process

• Identifying and helping to address the need for improved Early Achievers communications, including family outreach

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As a requirement of the Early Start Act, the Department of Early Learning and now the Department of Children, Youth, and Families, in collaboration with Child Care Aware of Washington and the Early Achievers Review Subcommittee, submits a progress report to the Legislature annually in December.

The current annual report can be found on the DCYF website.

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Focus on Equity

A racial equity lens is a quality improvement tool used to improve planning, decision-making and resource allocation leading to more racially equitable policies and programs.

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Streamlining the On-Site Evaluation: One Assessment Tool

Current

CLASS
ERS-R
Optional Records Review

Future

ERS-3
Optional Records Review

www.dcyf.wa.gov
Other topics under review

• Supporting children with special needs
• Supporting dual language learning
• Improving data reports
• Increasing opportunities for participant feedback
• Increasing access to infant-toddler coaching
Questions?

Email rachael.brown-kendall@dcyf.wa.gov