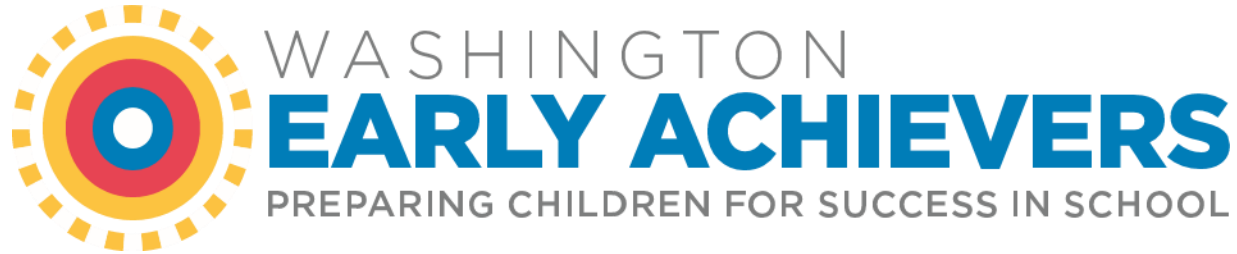




Department of Children, Youth, and Families



Washington's Quality Rating and Improvement System

Rachael Brown-Kendall and Nicole Rose

www.dcyf.wa.gov



Department of Children, Youth, and Families



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

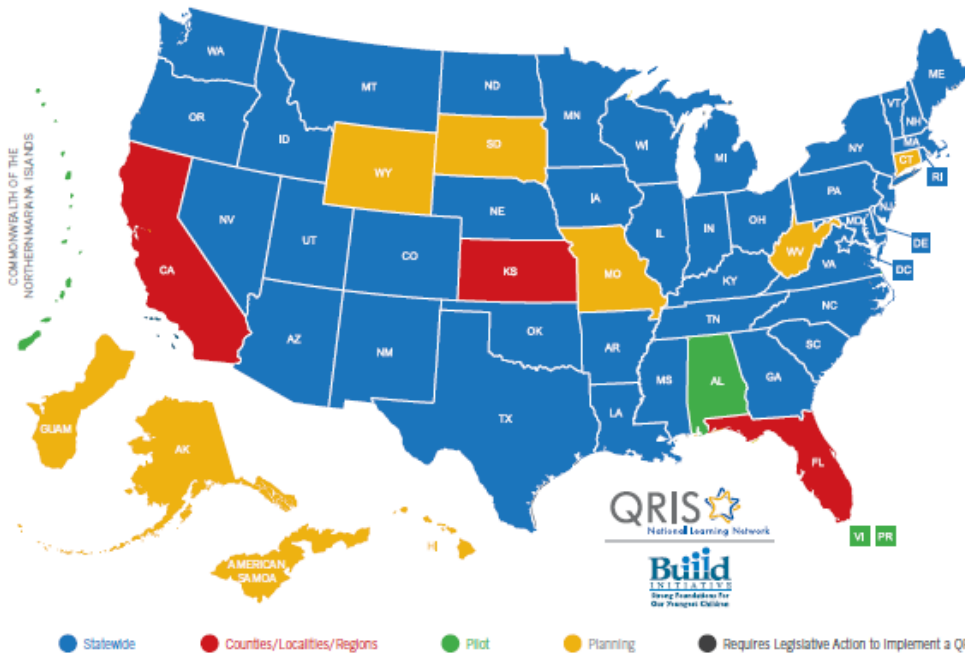
- Quality Rating Improvement Systems
- Early Achievers components
 - Provider supports
 - Data collection and rating process
- Milestones and impacts
- Continuous quality improvement of Early Achievers



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.



www.qrisnetwork.org



Department of Children, Youth, and Families

Early Achievers is Washington State's framework for quality early learning and is designed to support:





Early Achievers Partners





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

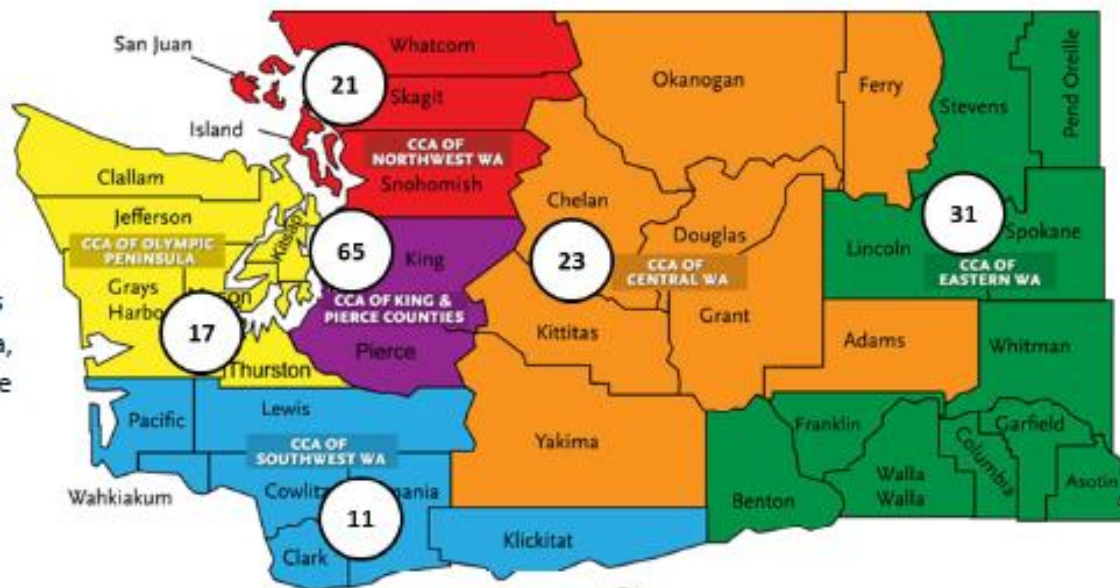
Bellingham, Everett,
Burlington

Olympic Peninsula

Olympia, Bremerton

Southwest

Vancouver

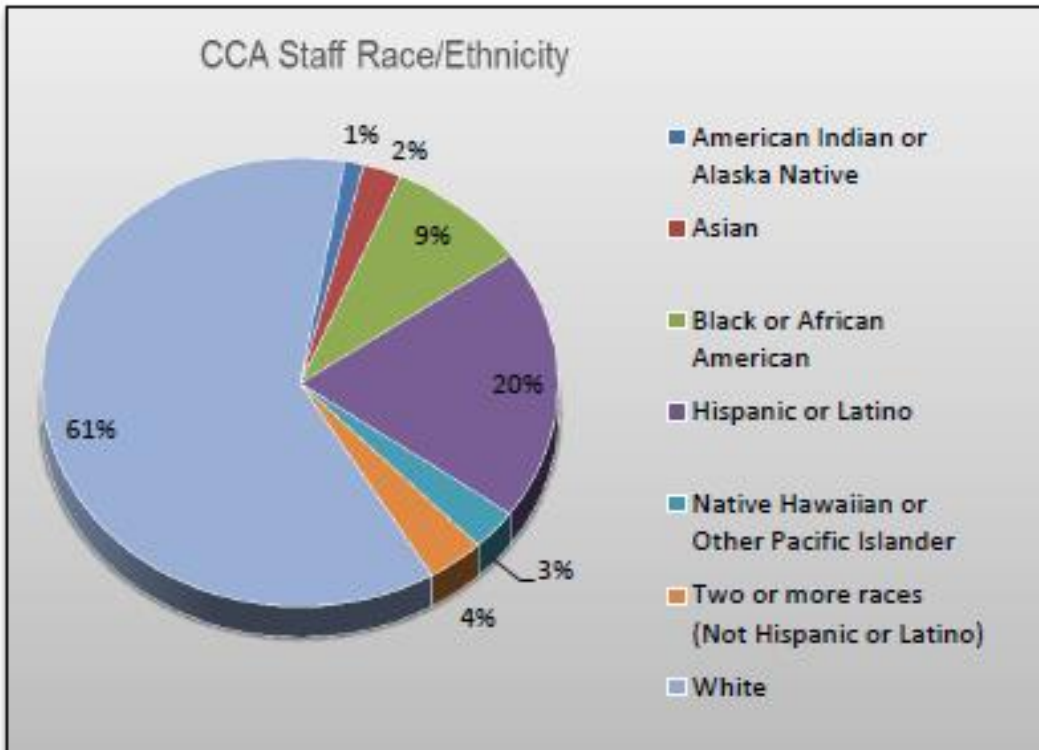


Number technical assistance and coaching staff in each region

*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.



Department of Children, Youth, and Families



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

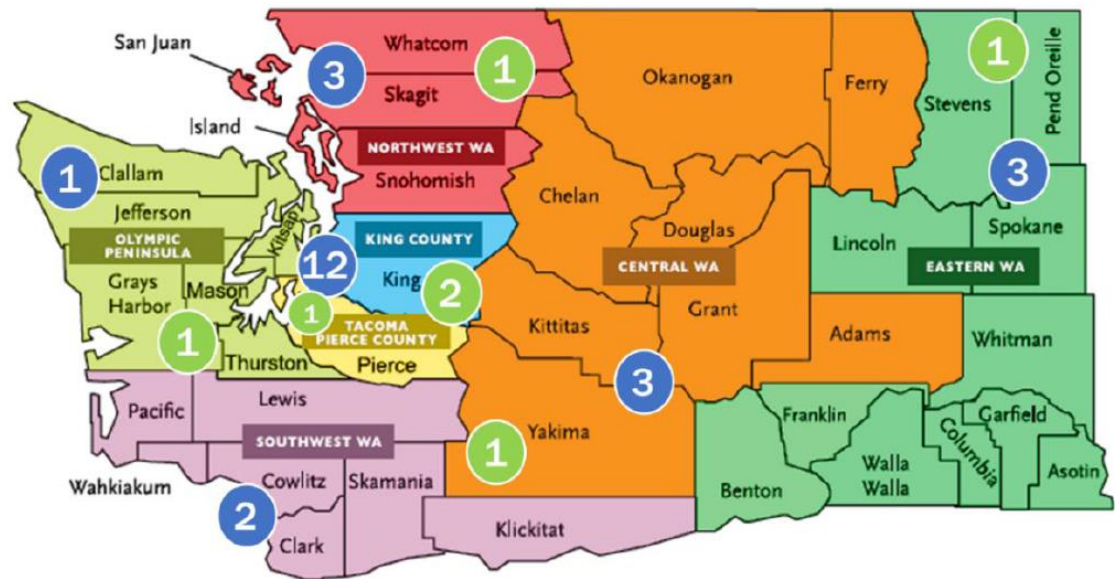
1-2 years of experience in an early learning program

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

Regional Data Collection Model

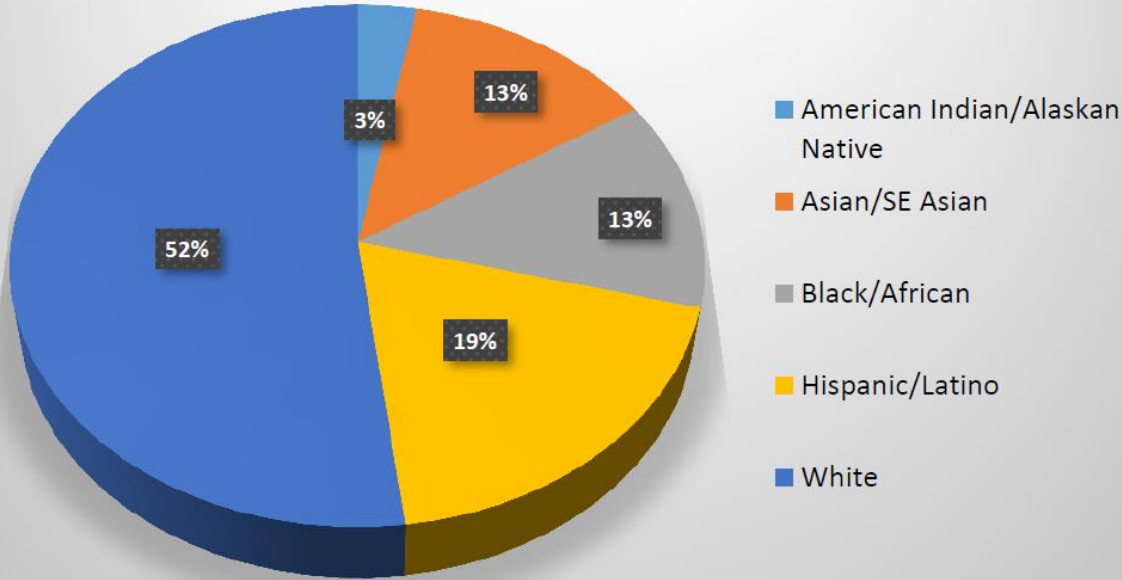


 Community Liaison Team

 Data Collection Team



Cultivate Learning Community Liaison and Data Collection Teams



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.



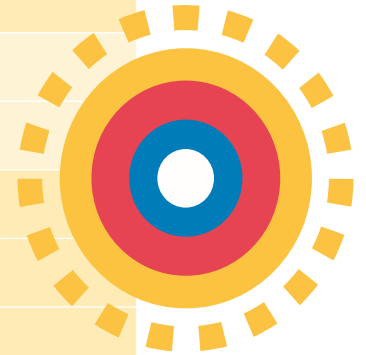
Early Achievers Rating System





Current Early Achievers Quality Standards

Quality Standard Area	Possible Points
Learning Environment and Interactions	60 points
CLASS	40 points
ERS	20 points
Child Outcomes	9 points
Curriculum and Staff Supports	11 points
Family Engagement and Partnership	10 points
Professional Development and Training	10 points
Grand Total	100 points



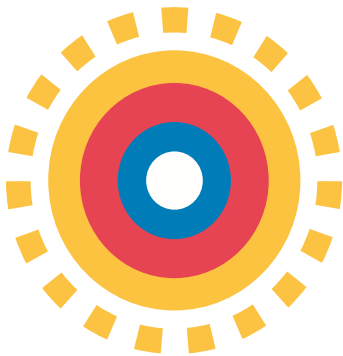
More information about the Quality Standards can be found on the DCYF website.



Department of Children, Youth, and Families

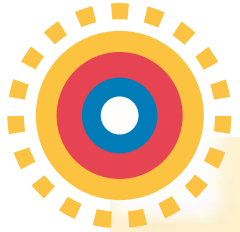
Early Achievers Quality Standards: Interactions and Environment

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.



Early Achievers Quality Standards: Curriculum and Staff Supports



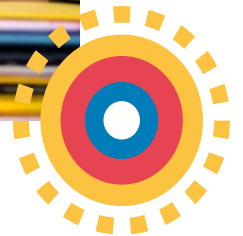
- Use a curriculum that meets developmental guidelines.
- Provide time for staff planning and training.





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.

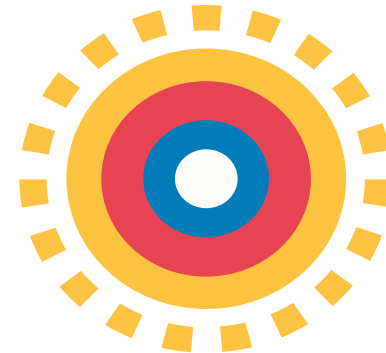




Early Achievers Quality Standards: Staff Professionalism



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





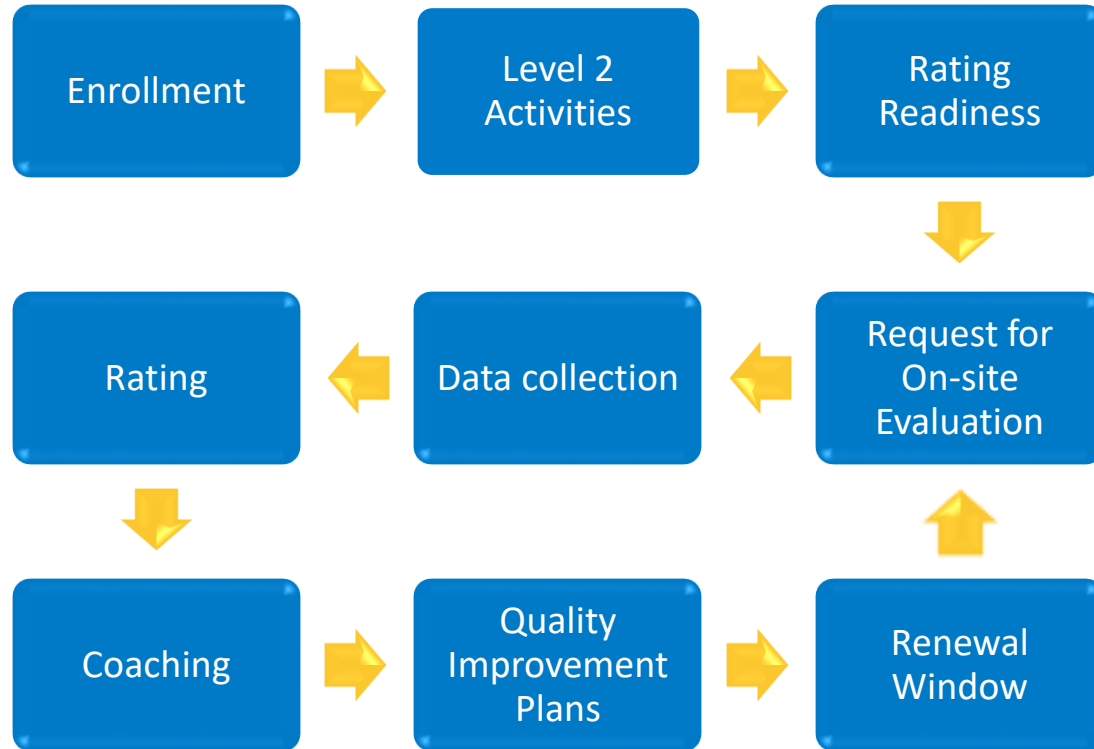
What does Early Achievers mean for early learning professionals?

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





Participation Process for Providers





What is coaching?

Coaching supports continuous quality improvement.



* Adapted from the National Center on Quality Teaching and Learning



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

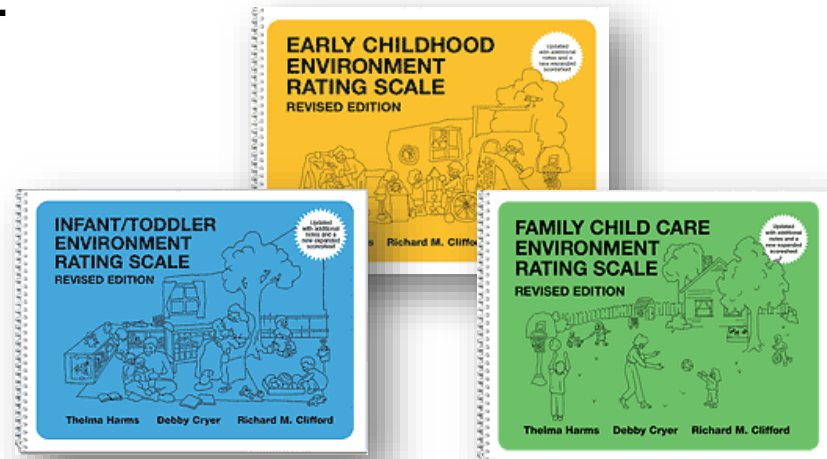
- Community Liaison visit
- Environment Rating Scale (ERS)
- Classroom Assessment Scoring System (CLASS)
- Optional Records Review



Environment Rating Scale (ERS)

Comprehensive observation based assessment that is used all over the world

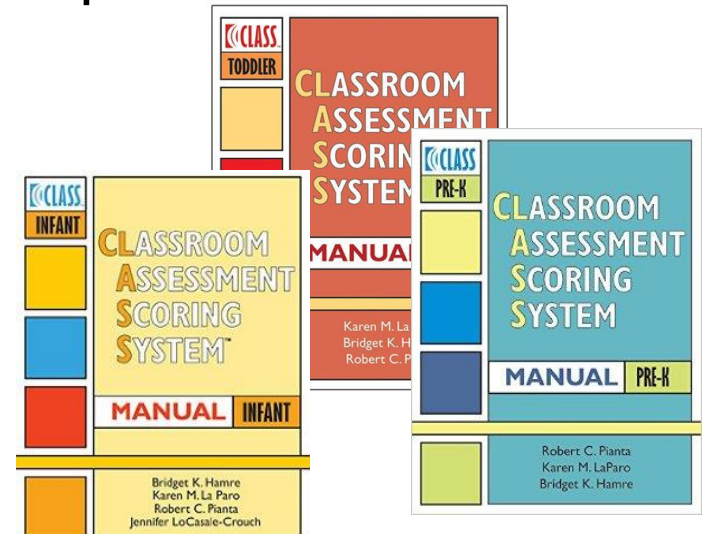
- Focused on developmentally appropriate activities and interactions within specific learning environments reviewed in six subscales:
 - Space and Furnishings
 - Personal Care Routines
 - Language-Reasoning
 - Activities
 - Interactions
 - Program Structure





Classroom Assessment Scoring System (CLASS)

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





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



Interactive Rating Readiness Tool

Individualizing	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable	1=IN PLACE 0=OPT OUT
22. Individualized instruction for all children (1 point)	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).	In this space participants document where the evidence is located, such as “in the green binder on the bookshelf in the director’s office.”	



Quality Checking Data Collection

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



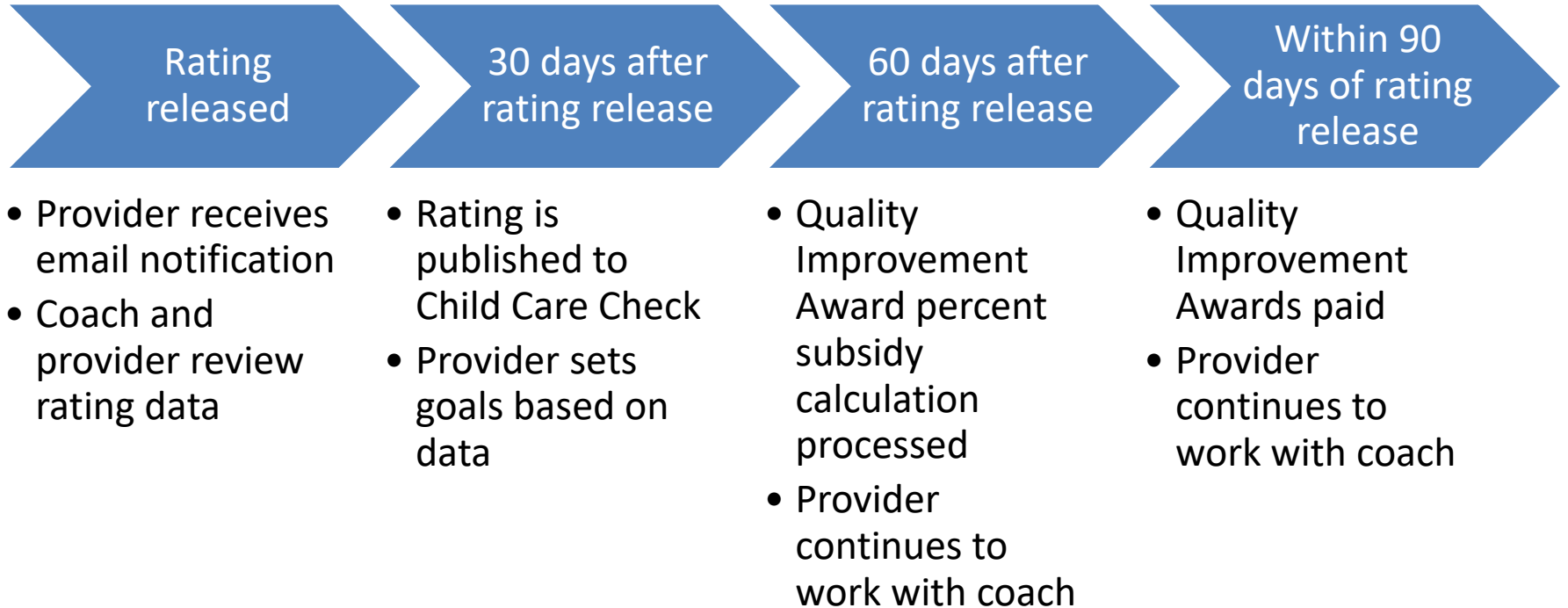
Rating Release

Data collection and rating releases follow a cohort model.

Cohort	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
Evaluation Request Submitted to UW by	Oct. 1	Dec. 1	Feb. 1	April 1	June 1	Aug. 1
On-Site Evaluation Occurs	Nov. 16 – Jan. 15	Jan. 16 – March 15	March 16 – May 15	May 16 – July 15	July 16 – Sept. 15	Sept. 16 – Nov. 15
Rating Release Date	Feb. 15	April 15	June 15	Aug. 15	Oct. 15	Dec. 15



After the Rating Release





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

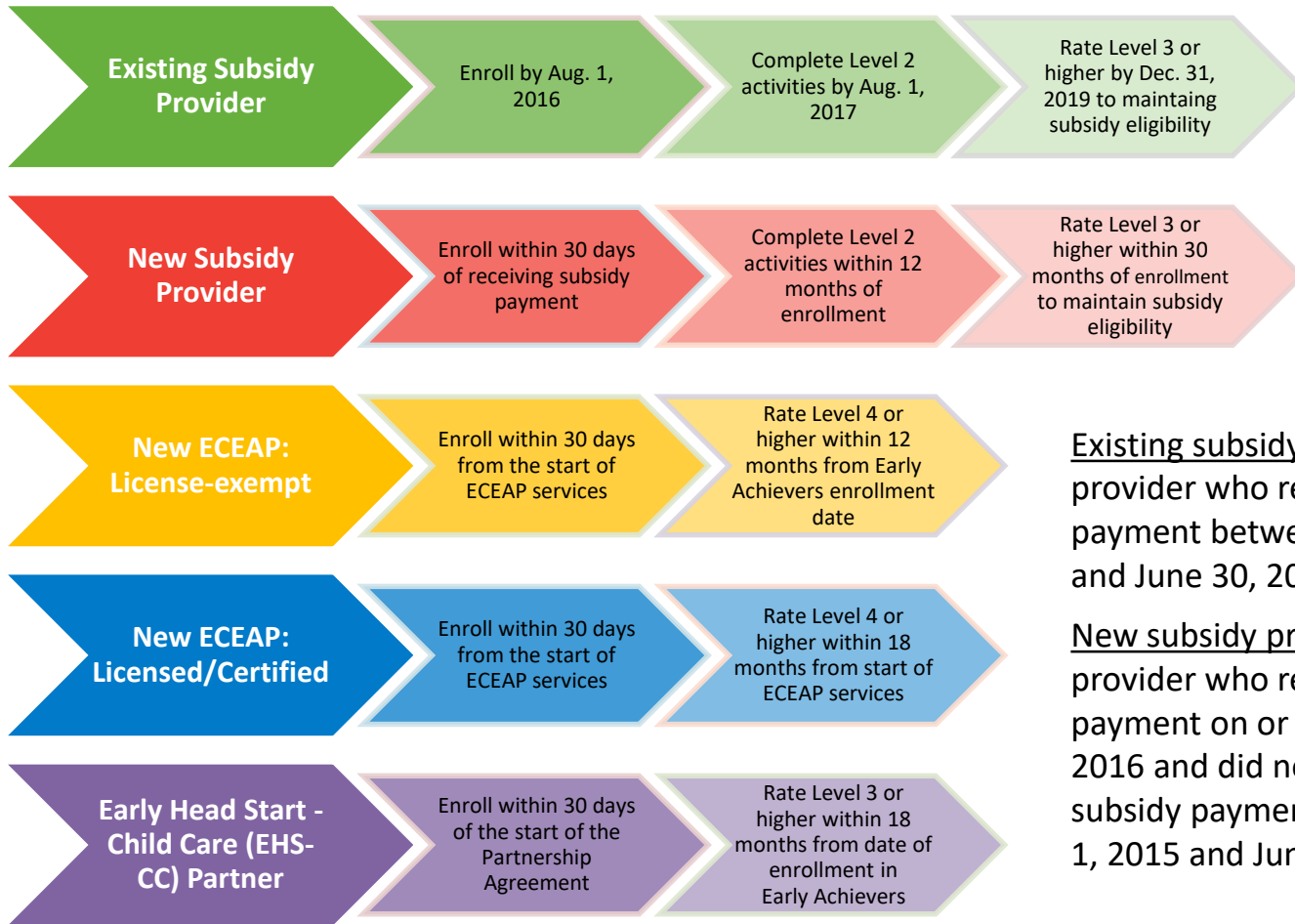


Department of Children, Youth, and Families

EARLY ACHIEVERS MILESTONES AND IMPACT



Early Start Act Timelines



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.



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



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

Provider Enrollment by Type and Timeline		
Family child care sites	New ECEAP + Licensed	6
	Existing Subsidy	1619
	New Subsidy	347
	No State Funding	361
Center-based early learning sites	Existing ECEAP	245
	New ECEAP	60
	New ECEAP + Licensed	42
	Existing Subsidy	793
	New Subsidy	175
Total sites enrolled	No State Funding	232
		3880



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

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



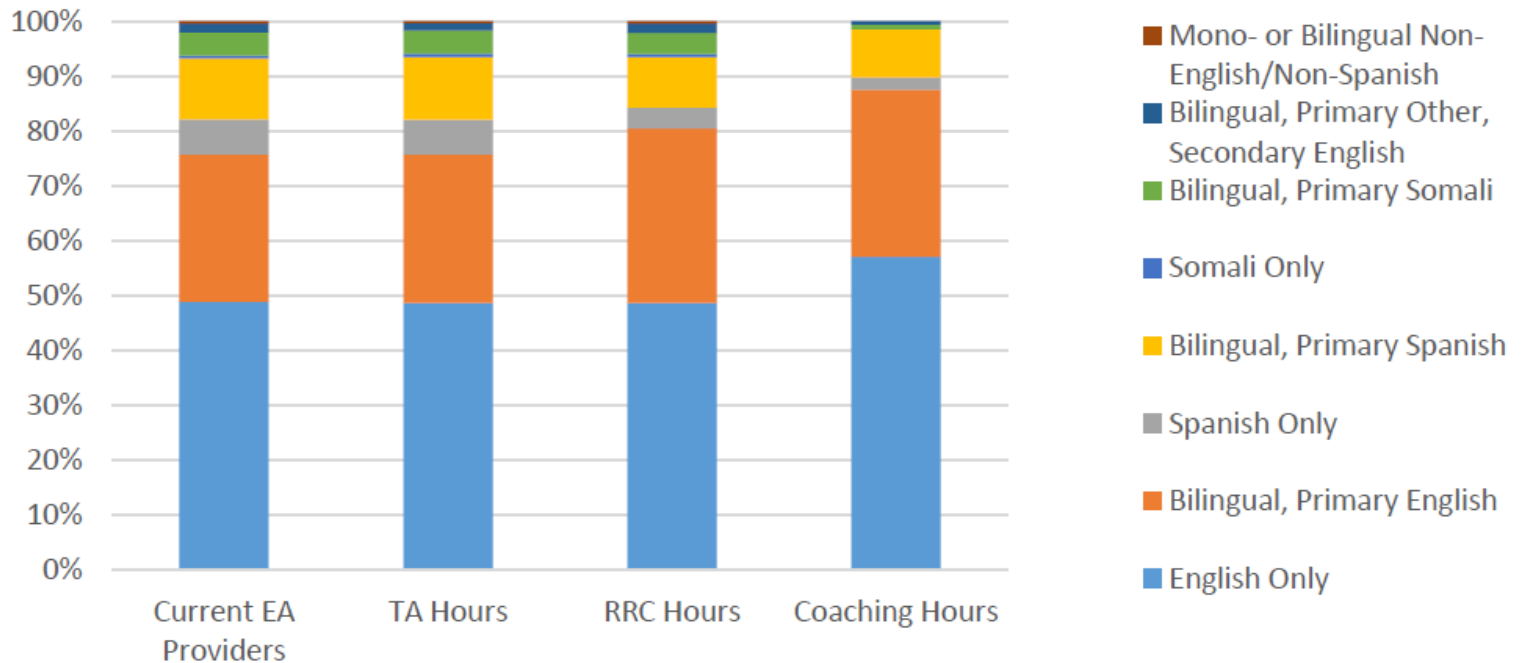
Impacts: Fiscal Year 18 Coaching

- 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



Impacts: Scholarships for Early Childhood Education

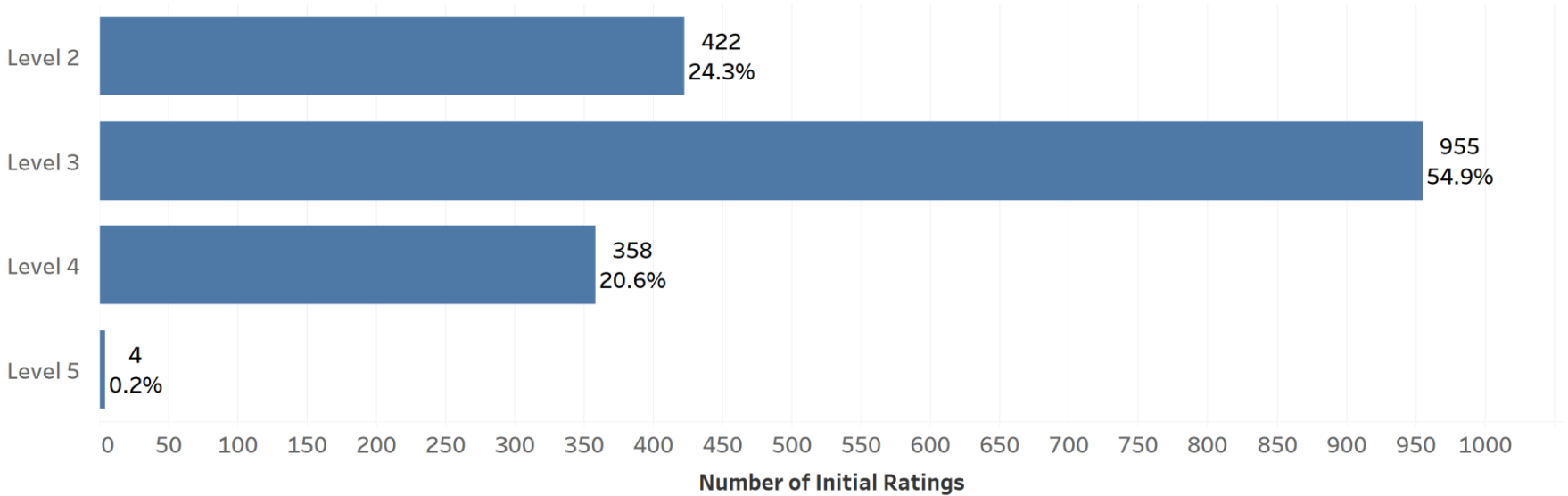
Early Achievers professional development standards focus degree attainment in early childhood education (ECE).

- Scholarships for Bachelor level degrees in ECE
- Grants for ECE stackable certificates and Associate level degrees



Initial Rating Outcomes

Initial Ratings: 1739 Ratings



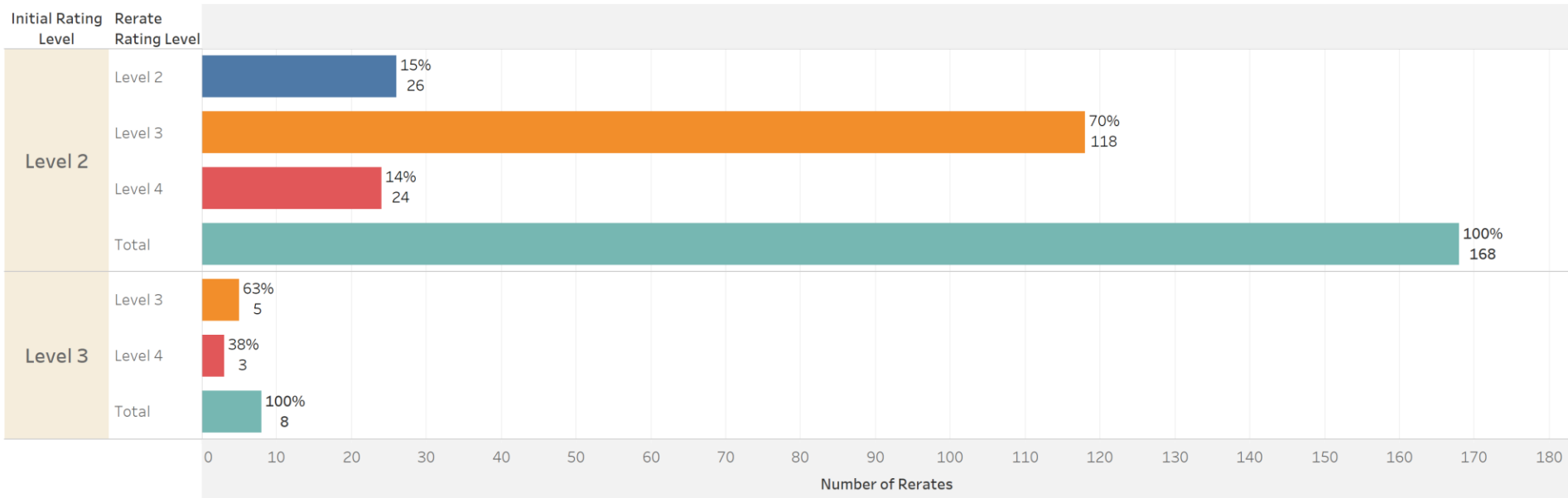
All Initial Rating Data: 1739 Ratings

Initial ERS	Initial CLASS ES/CO	Initial CLASS IS
3.79	5.65	2.75



Re-rate Outcomes

Initial Rating V Rerate Level Change: 176 Rerates



All Initial Rating Data: 1739 Ratings		
Initial ERS	Initial CLASS ES/CO	Initial CLASS IS
3.79	5.65	2.75

ERS Rerate		
Initial ERS	Rerate ERS	Change in ERS Rerate
3.24	3.76	0.52

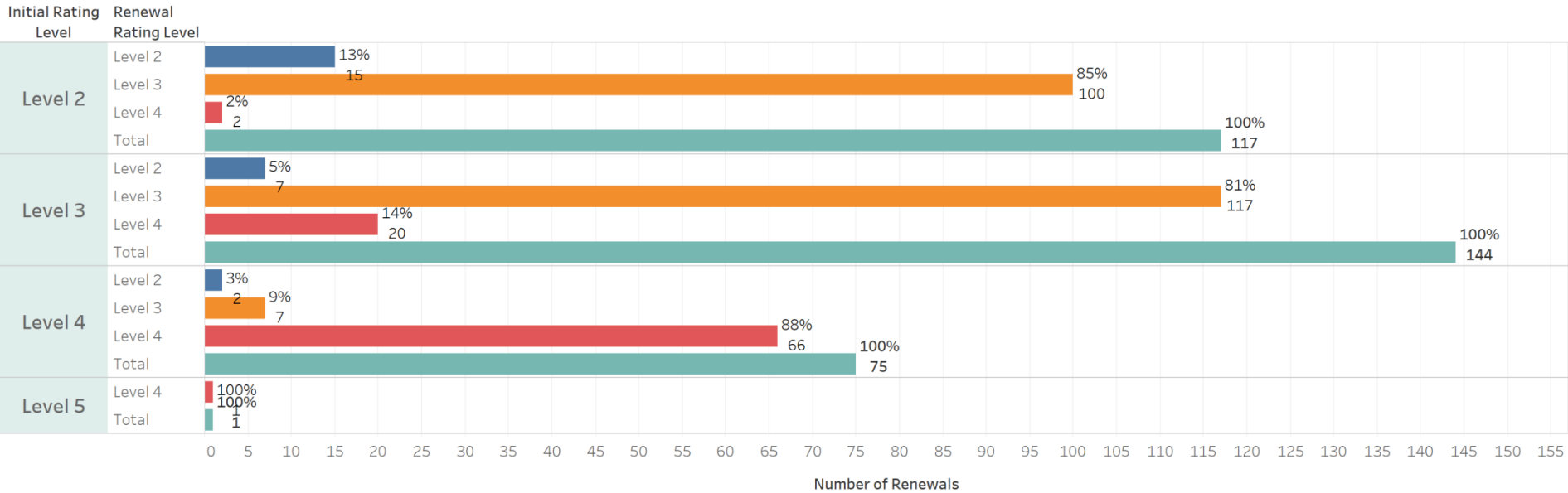
CLASS ES/CO Rerate		
Initial CLASS ES/CO	Rerate CLASS ES/CO	Change in ES/CO Rerate
5.26	5.67	0.40

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



Renewal Rating Outcomes

Initial Rating V Renewal Rating Level Change: 337 Renewals



ERS Renewal		
Initial ERS	Renewal ERS	Change in ERS Renewal
3.77	4.04	0.27

CLASS ES/CO Renewal		
Initial CLASS ES/CO	Renewal CLASS ES/CO	Change in ES/CO Renewal
5.55	5.84	0.28

CLASS IS Renewal		
Initial CLASS IS	Renewal CLASS IS	Change in IS Renewal
2.76	2.96	0.21



Department of Children, Youth, and Families

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





Early Achievers Review Subcommittee (EARS)



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



EARS Accomplishments

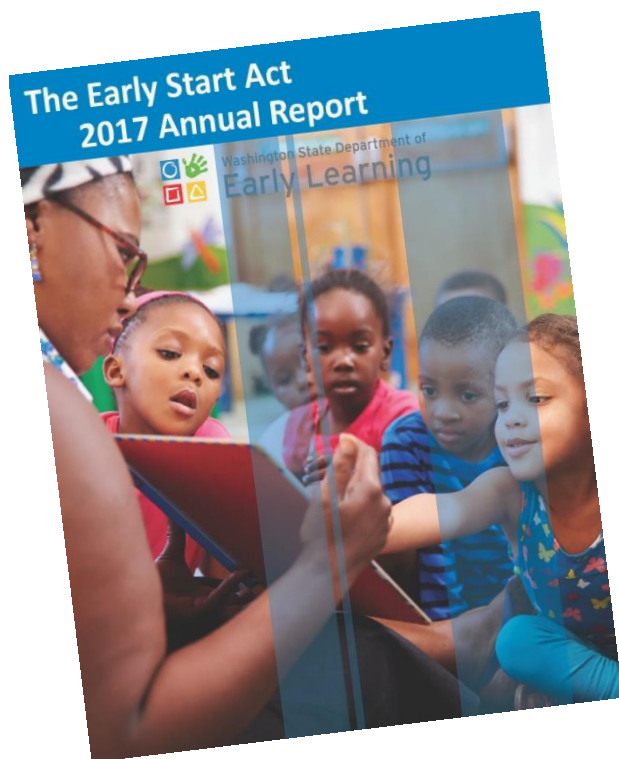
The Early Achievers Review Subcommittee has made significant contributions since its creation in 2015, including:

- 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





ESA Annual Report



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.



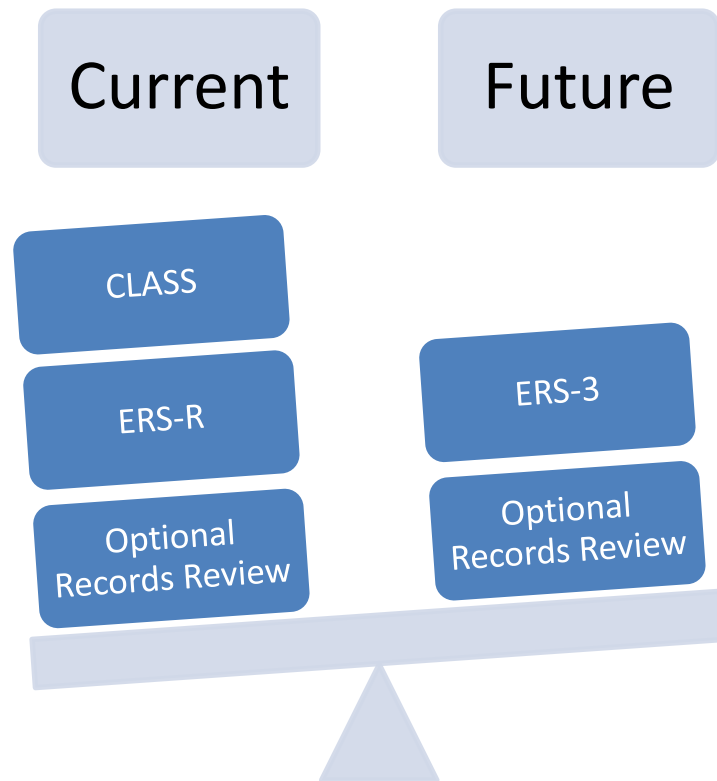
Focus on Equity

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.





Streamlining the On-Site Evaluation: One Assessment Tool





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?

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www.dcyf.wa.gov

