



Recognizing Quality Care & Learning

Rhode Island's Quality Rating and Improvement System: Findings from the Design and Field Test Phase

2009 National Smart Start Conference

Introductions

- Who we are and who you are
- Why you are here

Rhode Island
Association
for the
Education of
Young
Children



Quality Rating & Improvement System:

A method to assess, improve, and communicate the level of quality in early care and school-age programs

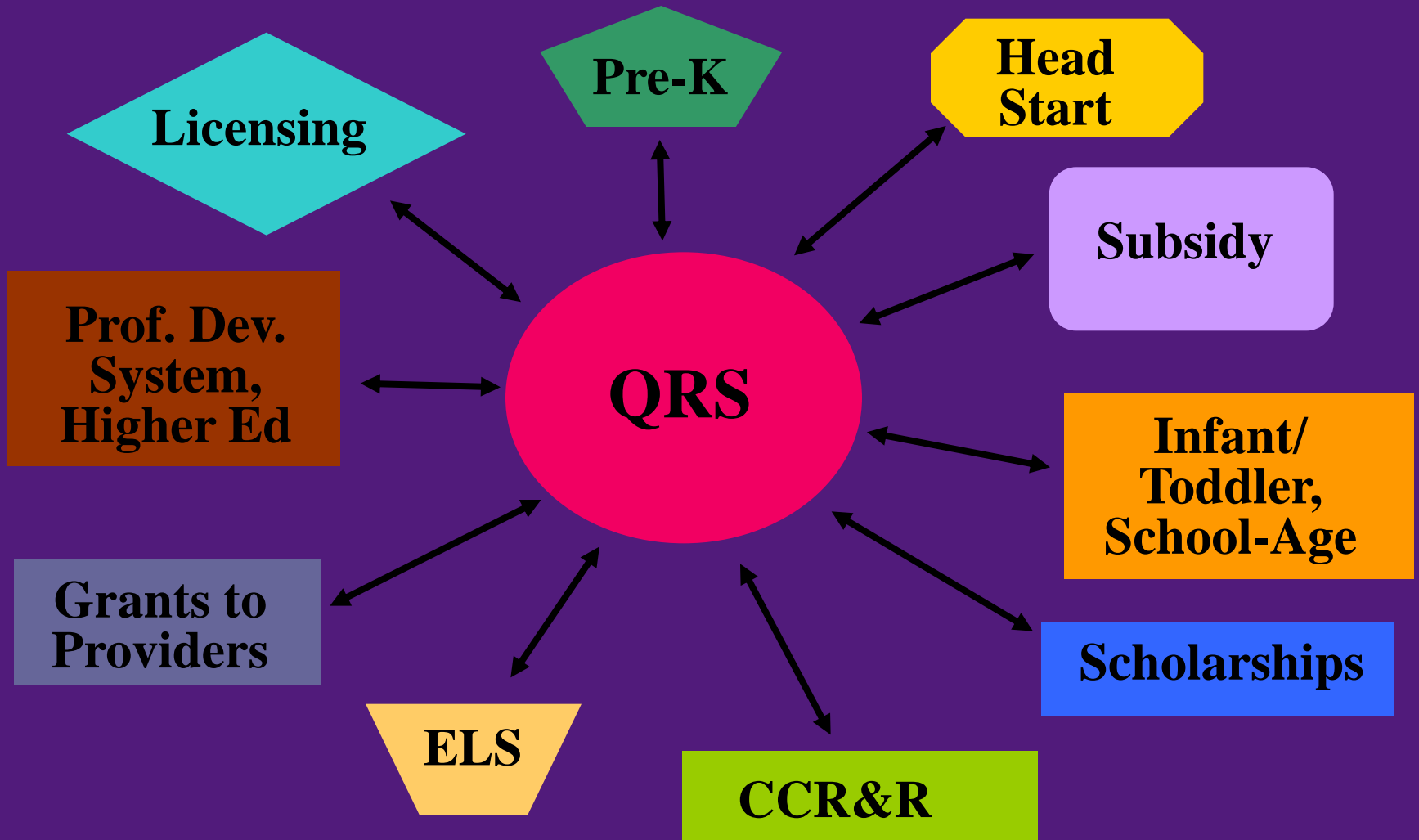
17 States Operating
Statewide QRIS

28 States Piloting,
Designing, or Exploring

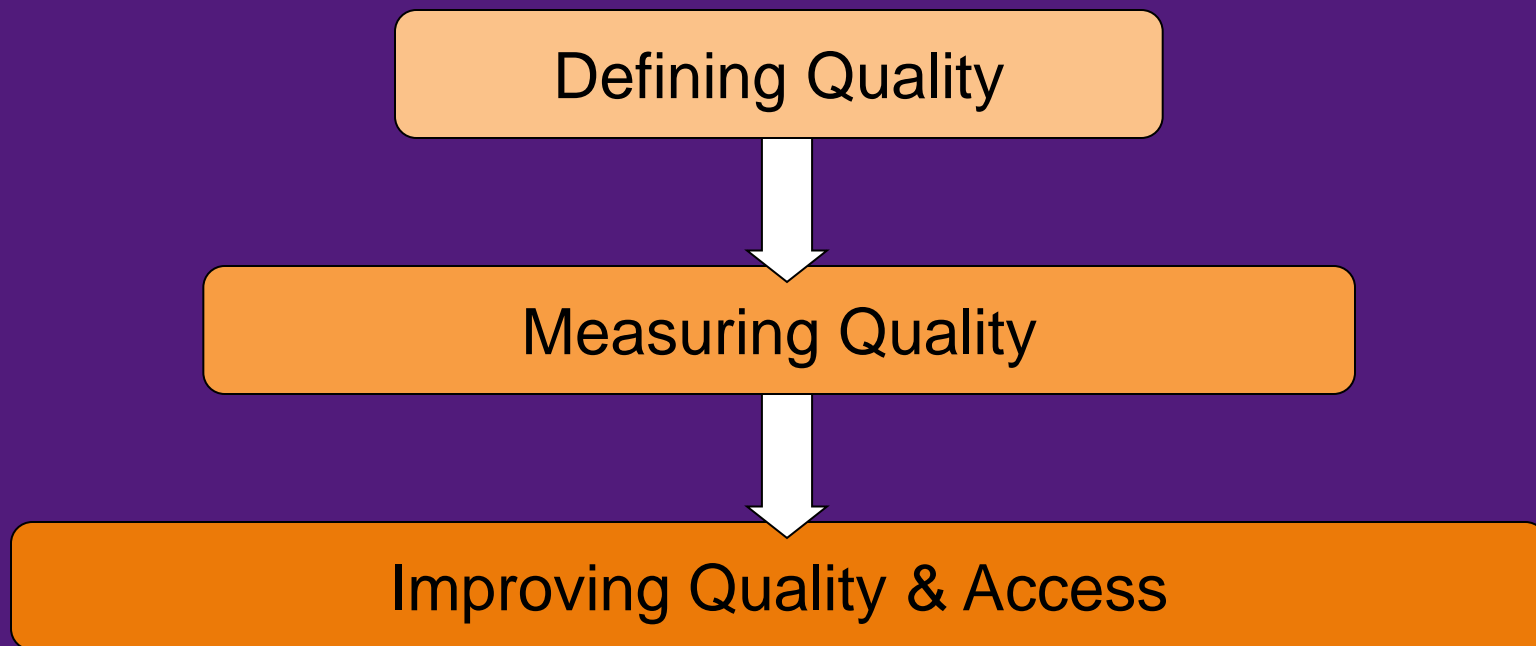
Common Elements

- Standards
- Accountability
- Program outreach and support
- Financing incentives
- Parent/consumer education

Connecting QI Initiatives



BrightStars Map



In the Beginning...

2005: DHS Advisory Committee on Child Care and Development retreat -> decision to develop a Quality Rating System; Steering Committee launched with staffing by Rhode Island KIDS COUNT and support from state/NCCIC; United Way funding for R&D.

2006: Standards & Measurement Work Group + focus groups with families + Community Forums + National and local expert review = DRAFT FRAMEWORKS (centers/preschools, family child care, and school-age)

Then There Was Light . . .

2007: Funding for implementation, RFP to identify implementing agency (RIAEYC), development of BrightStars brand, revision of draft frameworks, plan for three year pilot/research phase (including identifying FPG for evaluation), BrightStars staff hired.

2008: Field test of frameworks in 75 programs (work with licensing re: foundation, work to translate BrightStars draft frameworks into data collection tools), review of findings in centers and finalization of center framework, development of database.

2009: Quality ratings for centers available. Finalization of family child care and school-age frameworks. ECERS, ITERS, and FCCERS baseline studies.

BrightStars Scope and Structure

- BrightStars will be a resource for all families
- Participation means a program meets and/or exceeds basic licensing and is on a quality improvement path
- National best practices at top
- Three frameworks with equivalent standards across settings (centers, family child care, school-age)

BrightStars Framework

- Child's Daily Experience (1)
- Curriculum and Child Assessment (4)
- Indoor and Outdoor Space (5)
- Staff-Child Ratios and Group Sizes (3)
- Family Communication and Involvement (3)
- Staff Qualifications and Professional Development (5)
- Program Management (6)

BrightStars Levels

- ★ Licensed/Approved Plus
- ★ ★ Above & Beyond Licensing
- ★ ★ ★ Consistently Good
- ★ ★ ★ ★ Consistently High Quality
- ★ ★ ★ ★ ★ Exemplary

Lessons Learned from Other States with QRIS

- Conduct pilot test of standards prior to assigning ratings
- Base it on research
- Make it understandable and achievable
- Minimize use of self-reported data
- Make it something you can administer
- Gather data, adjust supports and the standards

Collaborative Projects with FPG

- Pilot test the original frameworks
- Conduct baseline study of current quality in RI

Goals of the Pilot Test

- Evaluate the draft frameworks to determine how well they work to sort programs into meaningful quality levels and serve as the basis for quality improvement
- Collect data to potentially revise the criteria and/or scoring rules
- Build local capacity to gather accurate quality data and establish the rating system statewide

Pilot Test

- Randomly selected 75 programs
 - 25 centers/ preschools
 - 25 family child care
 - 25 school-age
- A \$100 incentive was provided for participants

Measurement

- Measured 26 standards
 - 62 different things
- Levels of Evidence
 - Observation
 - Review of existing documents
 - Self-report
- Data collection tools
 - Document review, facility checklist, director q'aire, qualifications & PD forms, licensing compliance

Child Care Center Pilot Sample

- Response rate of 43%
 - Sampled 96 programs in order to reach goal of 25
 - Of 58 that were eligible, 25 agreed

- Sample Description
 - Statewide (Providence, Newport, Kent, Washington, & Bristol)
 - Range of size
 - 40% served < 50 children
 - 52% served 50-100 children
 - 8% served > 100 children

Pilot Sample (continued)

- 52% were not for profit
- 32% were NAEYC-accredited
- 20% received Head Start funds
- 32% RIDE approved kindergarten
- 64% served infants

Pilot Sample (cont)

- 96% accepted subsidies
 - 3 programs had 0 subsidized children enrolled
 - 10 served $\leq 25\%$ subsidized children
 - 9 served 26%-75% subsidized children
 - 3 served $> 75\%$ subsidized children

Field Test Experience

- In general, programs were eager to participate in field test and did not find it unreasonably time consuming.
- There were too many things to measure and keep track of in the BrightStars frameworks.
- Some of the items included in the frameworks were very difficult to measure.

Highlight of Findings

- 64% of programs have an IPDP for staff & admin
- 72% offer family meetings/events 4x/yr
- 92% gathering child info to support learning
- 88% had no more than 2 groups of children in the same room
- 88% had at least one staff person with cpr and first aid training
- 100% had a window or skylight
- 64% offered health insurance and paid at least 50%

SQPD 17: Staff Qualifications and Professional Development

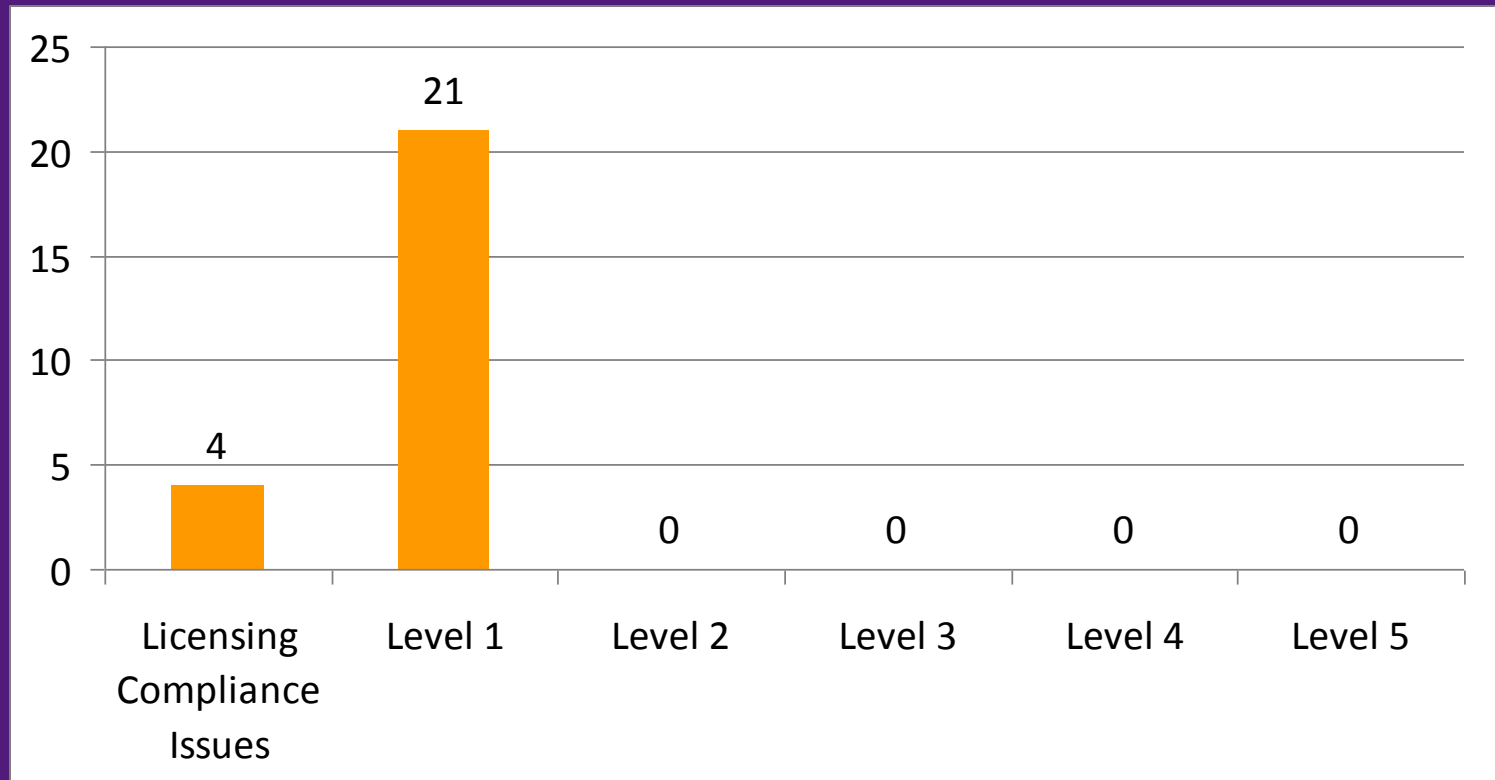
1 ☆ = 68% 24%
 2 ☆ = 12% 40%
 3 ☆ = 12% 16%
 4 ☆ = 8% 4%
 5 ☆ = 0 16%

Lead Group Teacher Education: Teachers with primary responsibility for a group of children have been formally educated and are professionally prepared to work with children in their assigned age

group. (See group size criteria for maximum number of children to be assigned to a lead group teacher).

	20%	36%	8%	20%	0%	16%		
Level One	Level Two		Level Three		Level Four		Level Five	
<p>A. Compliance with licensing — 100% of lead group teachers have at least a high school diploma or GED.</p>	<p>A. 50% of all lead group teachers have a CDA, an AA or a BA OR at least 12 college credits in ECE or a related field.</p> <p>32% 76%</p>		<p>A. 100% of all lead group teachers have a minimum of a CDA, an AA or a BA OR at least 12 college credits in ECE or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p>A. 100% of all lead group teachers have a minimum of a CDA, an AA or a BA OR at least 12 college credits in ECE or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p>A. 100% of all lead group teachers have a minimum of a CDA, an AA or a BA OR at least 12 college credits in ECE or a related field.</p> <p>20% 40%</p> <hr/> <p style="text-align: center;">+</p>	
	<p>B. 25% of all lead group teachers have at least 18 college credits in ECE or a related field.</p> <p>32% 60%</p>		<p>B. 25% of all lead group teachers have at least 18 college credits in ECE or a related field.</p> <p>12% 20%</p> <hr/> <p style="text-align: center;">+</p>		<p>B. 75% of all lead group teachers have at least 18 college credits in ECE or a related field.</p> <p>12% 20%</p> <hr/> <p style="text-align: center;">+</p>		<p>B. 100% of all lead group teachers have at least 18 college credits in ECE or a related field.</p> <p>8% 16%</p> <hr/> <p style="text-align: center;">+</p>	
			<p>C. 50% of all lead group teachers have a minimum of an AA with/and 18 college credits in ECE or a related field.</p> <p>16% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p>C. 50% of all lead group teachers have a minimum of an AA with/and 18 college credits in ECE or a related field.</p> <p>16% 40%</p> <hr/> <p style="text-align: center;">+</p>		<p>C. 75% of all lead group teachers have an AA or better with/and at least 18 college credits in ECE or a related field.</p> <p>4% 20%</p> <hr/> <p style="text-align: center;">+</p>	
			<p>D. 25% of all lead group teachers have a BA with/and at least 18 college credits in ECE or a related field.</p> <p>20% 60%</p>		<p>D. 25% of all lead group teachers have a BA with/and at least 18 college credits in ECE or a related field.</p> <p>20% 60%</p>		<p>D. 50% of all lead group teachers have a BA with/and at least 18 college credits in ECE or a related field.</p> <p>12% 40%</p>	

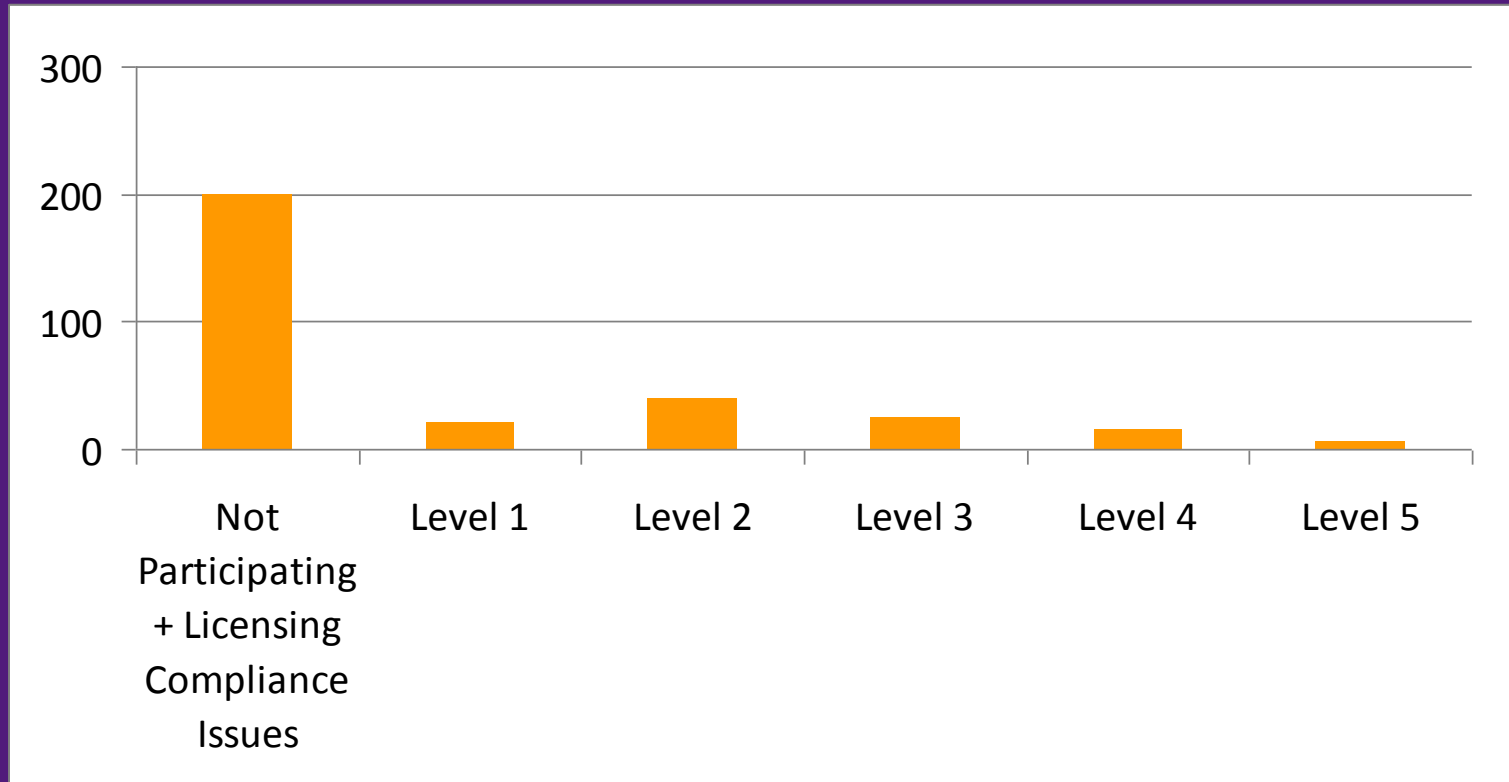
Field Test Results: Centers/Preschool Overall Star Rating



FPG Recommendations

- Measure fewer things
- Adjust the framework to increase distribution of stars
- Balance the ideal w/ reality
- Build infrastructure now
- Recognize that programs have to
 - 1) know what's expected in BrightStars
 - 2) have time to meet the criteria
 - 3) be motivated to participate in BrightStars

Potential More Effective Early Distribution



Goals for Revision


- Focus BrightStars measurement on the most essential, meaningful indicators of quality
- Use research on child outcomes
- Revisit Building Blocks vs. Points

Final Framework Overview

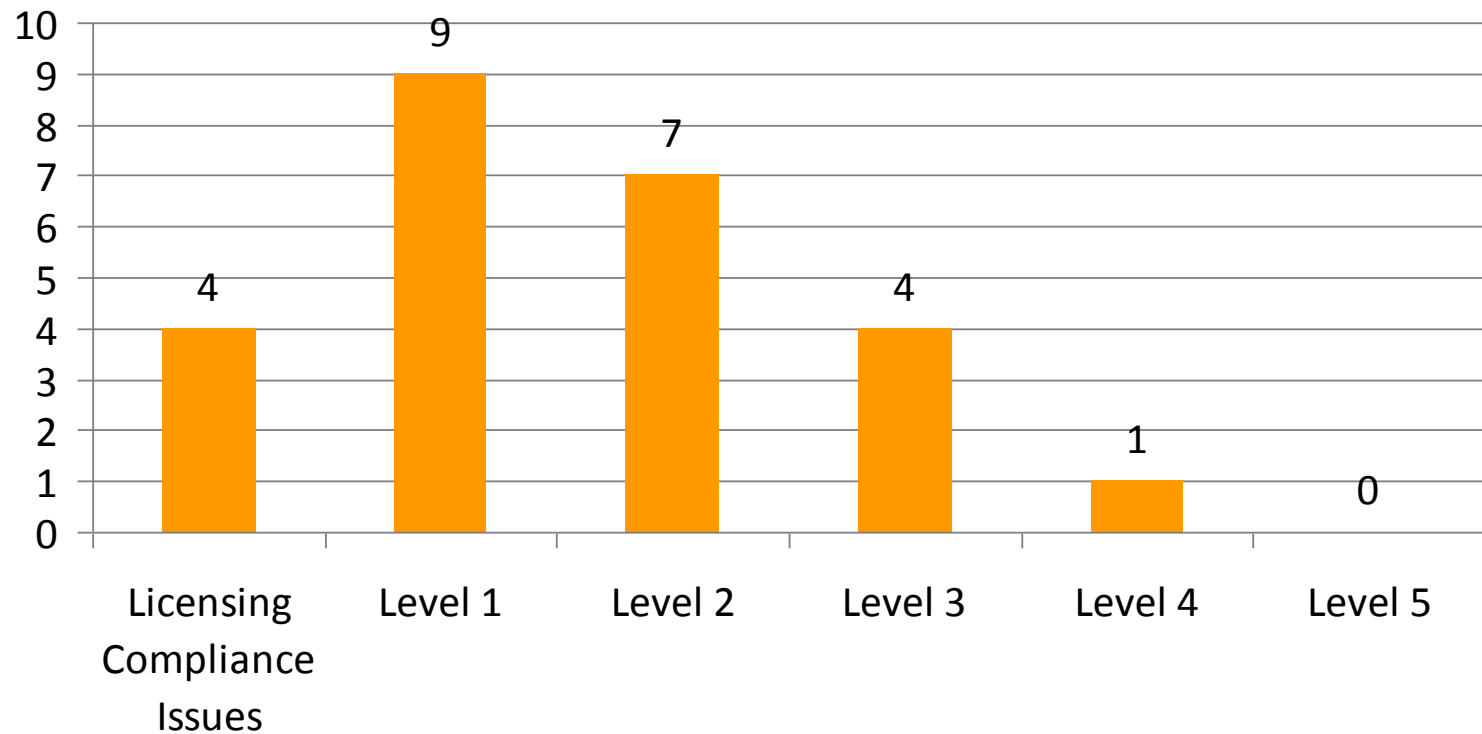
- 6 domains (Child's Daily Experience, Teaching and Learning, Staff-Child Ratio & Group Size, Family Communication & Involvement, Staff Qualifications, Program Management)
- 9 standards
- 22 criteria

BrightStars Child Care Center and Preschool Standards and Criteria

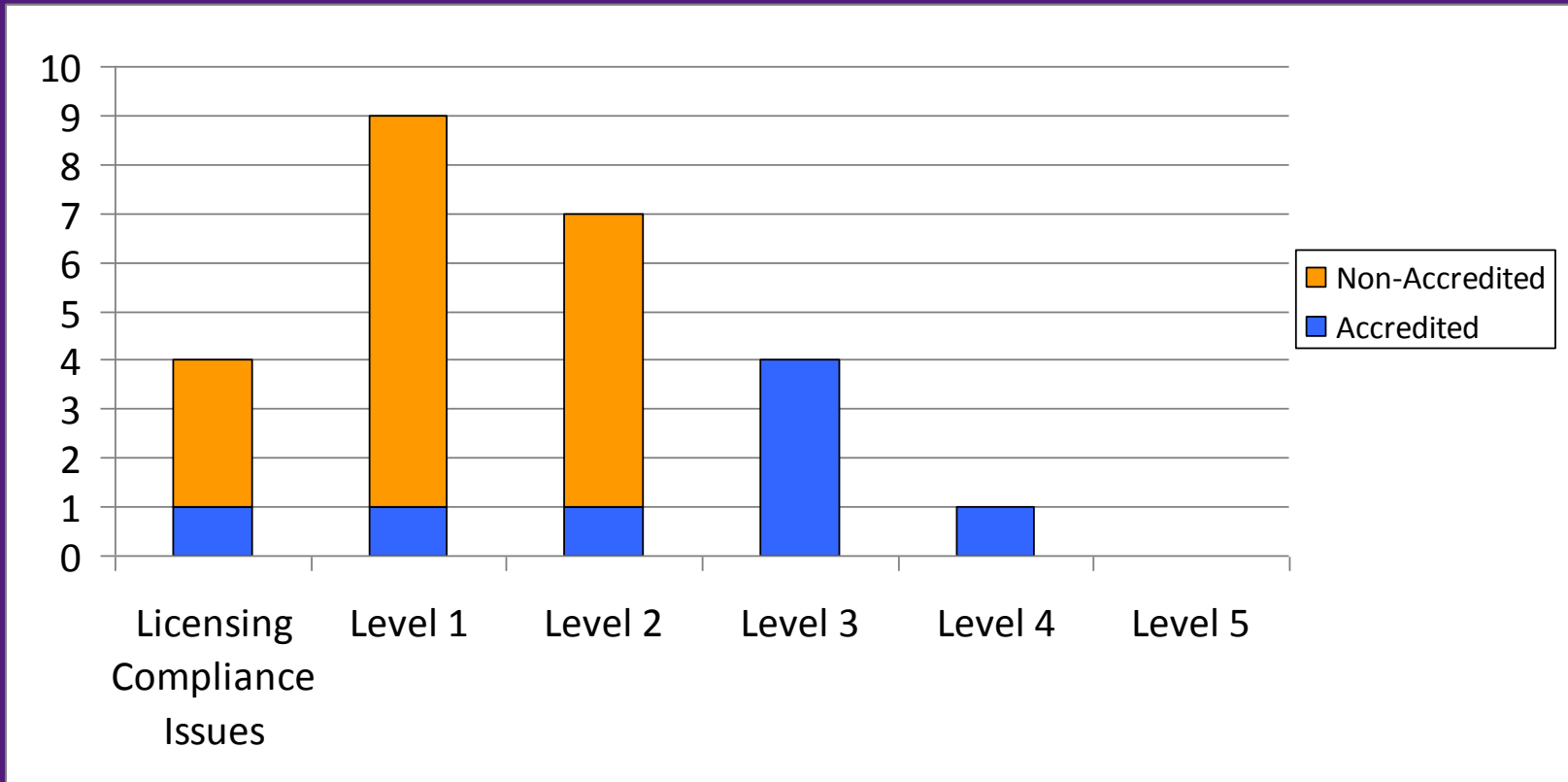
The following is a snapshot of the BrightStars Child Care Center and Preschool Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under "Level 1", "Level 2", etc., a check mark indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

STANDARD	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Domain 1: Child's Daily Experience						
Child's Daily Experience 	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
Domain 2: Teaching and Learning						
Context and Process of Learning	Learning Context		✓	✓✓	✓✓✓	✓✓✓✓
	Teaching and Interaction				✓	✓
Curriculum and Child Assessment	Curriculum		✓	✓	✓✓	✓✓✓
	Developmental Screening Info		✓	✓	✓	✓
	Child Assessment				✓	✓
Domain 3: Staff-Child Ratio and Group Size						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓✓	✓✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
Maximum Group Size	Group Size		✓	✓	✓✓	✓✓
	Group Dividers		✓	✓	✓	✓✓
	Group Size Posted		✓	✓	✓	✓
Domain 4: Family Communication and Involvement						
Family Communication and Involvement	Family Communication		✓	✓	✓	✓
	Parent-Teacher Conference			✓	✓	✓
	Advisory Board					✓
Domain 5: Staff Qualifications						
Lead Group Teacher Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
	Preschool Preparation				✓	✓✓
Center Director Qualifications	Formal Education			✓	✓	✓
	RI Early Learning Standards Training					✓
Domain 6: Program Management						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

Revised Framework Applied to Field Test Data



Revised Framework Applied to Field Test Data



Value of a Pilot

- Determine how well your draft quality rating system works.
- Make revisions to measurement plan and standards before ratings are official.
- Collect baseline data (so you know where programs are starting).
- Get outside expertise re: measurement and reality check on feasibility

Next Steps

- Develop final framework for Family Child Care.
- Complete baseline study of 50 child care centers/preschools.
- Complete baseline study of 60 family child care homes.
- Develop final framework for School Age Programs.
- Conduct baseline study of 50 SA programs.

Questions?

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