Update on TQRIS Validation Study and EQuIPS

Presentation to the Child Care Commission
November 17, 2015
Validation Study Sample

- Programs in the Sample
  - Child Care Centers: 163
  - Family Child Care Homes: 52

- Classrooms Participating in Assessments
  - 169 Preschool Classrooms
  - 134 Toddler/Infant Classrooms

- Children Participating in Child-Outcomes Study
  - N= 738 (of this 42 are Spanish-speaking children)
  - Collecting child outcome data on 3-5 year old children only
# Child Outcome Measures

<table>
<thead>
<tr>
<th>Social-Emotional Skills</th>
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<td>Teacher-Child Rating Scale</td>
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**Language & Literacy Skills (English)**

- Woodcock-Johnson III Test of Achievement Subscales:
  1. Letter Word
  2. Picture Vocabulary

**Language & Literacy Skills (Spanish)**

- Bateria-III Subscales:
  1. Letter Word
  2. Picture Vocabulary

**Math Skills (English or Spanish)**

- Applied Problems Subscale of either Woodcock-Johnson III Test of Achievement or Bateria-III

**Executive Function**

- Head, Toes, Knees, Shoulders
- Pencil Tap measures
EQuIPS in FCCH

- Measurement design more FCCH-friendly
  - Focus on interactions with children, family partnerships
  - Less focus on materials
- FCCH-specific design features
  - Attempting to capture uniqueness of FCCHs
    - Mixed age groupings and interactions
    - Family connections
  - FCCH-tailored interview questions
    - Allow providers to highlight program strengths
    - Opportunities to explain interactions, practices
Background and History

- Current QRIS was over a decade old
- Over 8000 programs participating in QRIS (2010)
- Convened a cross-sector advisory committee
- Reviewed over 300 recommendations
- Suggested a hybrid system
Considerations Addressed in Recommendations for Overall Structure

- Majority of programs are at the 3 Star level or higher
- Variation between programs that are rated at the same Star level
- Provider choice in how requirements are met is important
- Need a mechanism to recognize providers who are exceeding requirements and providing higher quality care
Components of the Recommended Hybrid System

- Core requirements met by everyone at every level
- Block requirements (every other level)
  - Program and environment
  - Ratios and group size
  - Education and professional development
- Points
  - Block points
  - Specialization points
Conceptual Framework for QRIS

1st Level
(Basic Licensing Requirements)

Program & Environment
Ratios & Group Size
Education & Professional Development

POLICIES
Admin Practices, Family Engagement, Cultural Responsiveness, Inclusion, PD Plans

SPACE, SAFETY, COMPLIANCE, etc.

Block Requirements (increase with levels)
Core Requirements (maintained at all levels)

1st Level
(Basic Licensing Requirements)
Conceptual Framework for QRIS

Block Requirements (increase with levels)

Core Requirements (maintained at all levels)

Policies
Admin Practices, Family Engagement, Cultural Responsiveness, Inclusion, PD Plans

Space, Safety, Compliance, etc.

Basic Licensing Requirements

1st Level

Program & Environment
Ratios & Group Size
Education & PD

All requirements of Level 1, plus points that lead toward the Level 3 standards. Points must be earned in at least 2 of these 4 categories (Program & Environment; Ratios & Group Size; Education & PD; Specialization)

2nd Level

Specialization
Could Include
CSEFEL
Infant Toddler
School Age
STEM
The Arts
ETC.
Conceptual Framework for QRIS

1st Level
- Block Requirements (increase with levels)
- Requirements in P&E, Ratios/Group Size, Ed/PD, PLUS Specialization

2nd Level
- All requirements of Level 1, plus points that lead toward the Level 3 standards.
  - Points must be earned in at least 2 of these 4 categories
    (Program & Environment; Ratios & Group Size; Education & PD; Specialization)

3rd Level*
- Requirements in P&E, Ratios/Group Size, Ed/PD, PLUS Specialization
- Specialization
  - Could Include
    - CSEFEL
    - Infant Toddler
    - School Age
    - STEM
    - The Arts
    - ETC.

* ERS or other quality measure required at this level. Also, it is expected that program accreditation will be added to the model during the pilot phase, most likely at levels 3-5.
**Conceptual Framework for QRIS**

**5th Level**
- Program & Environment
- Ratios & Group Size
- Ed/ PD

Requirements in P&E, Ratios/Group Size, Ed/PD, PLUS Specialization

**4th Level**
- All requirements of Level 3, plus points that lead toward the Level 5 standards.
  Points must be earned in at least 2 of these 4 categories
  (Program & Environment; Ratios & Group Size; Education & PD; Specialization)

**3rd Level**
- Program & Environment
- Ratios & Group Size
- Ed/ PD

Requirements in P&E, Ratios/Group Size, Ed/PD, PLUS Specialization

**2nd Level**
- All requirements of Level 1, plus points that lead toward the Level 3 standards.
  Points must be earned in at least 2 of these 4 categories
  (Program & Environment; Ratios & Group Size; Education & PD; Specialization)

**1st Level**
- Program & Environment
- Ratios & Group Size
- Education & PD

Block Requirements (increase with levels)

**POLICIES**
Admin Practices, Family Engagement, Cultural Responsiveness, Inclusion, PD Plans

**SPACE, SAFETY, COMPLIANCE, etc.**

Core Requirements (maintained at all levels)

*ERS or other quality measure required at this level. Also, it is expected that program accreditation will be added to the model during the pilot phase, most likely at levels 3-5.*

**Potential Programs of Distinction at the 4th and 5th Levels**
- Could Include CSEFEL
- Infant Toddler
- School Age
- STEM
- The Arts
- ETC.
Recommendations for Implementation

- Work with partners to evaluate, prioritize, disseminate, and implement the recommendations
- Collect additional input/feedback on the recommendations
- Conduct a pilot/validation study to collect data that will inform decisions about future requirements (ELC)
- Develop a plan for transitioning to a new structure and implementing additional recommendations