



Workforce Policy Webinar

Workforce and QRIS: Research and Realities



**NAEYC Early Childhood Workforce Systems Initiative
April 7, 2010**

Introduction

- ☆ Sarah LeMoine
- ☆ NAEYC Director, Early Childhood Workforce Systems Initiative

Welcome

★ Thank you

★ Meeting reminders

★ Agenda

★ Overview

★ Research Perspective: State Trends and Examples

★ State Perspective: Ohio's Integration Experience

★ Potential Opportunities

- Embedding Cultural Competence in QRIS

★ Questions and comments



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Definitions



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- ★ Nomenclature is essential for clarity of purpose, planning and action
 - ★ Professional development (PD)
 - ★ PD system
 - ★ Quality Rating and Improvement Systems (QRIS)
 - ★ Policy

NAEYC *Draft* PD Definition

Early childhood professional development is a continuum of learning and support opportunities designed to prepare individuals for work with and on behalf of young children and their families, as well as opportunities that provide ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early childhood professionals.



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Integrated State PD System

- ★ System of comprehensive preparation and ongoing development and support
- ★ Crosses sectors (e.g., child care, Head Start, early intervention and special education, and public schools)
- ★ Serves professionals preparing to and working with and on behalf of young children and their families (i.e., direct and non-direct service staff)

QRIS

- ★ QRIS are used to evaluate and observe, recognize and reward, and support and communicate the level of quality in early childhood programs.

Policy

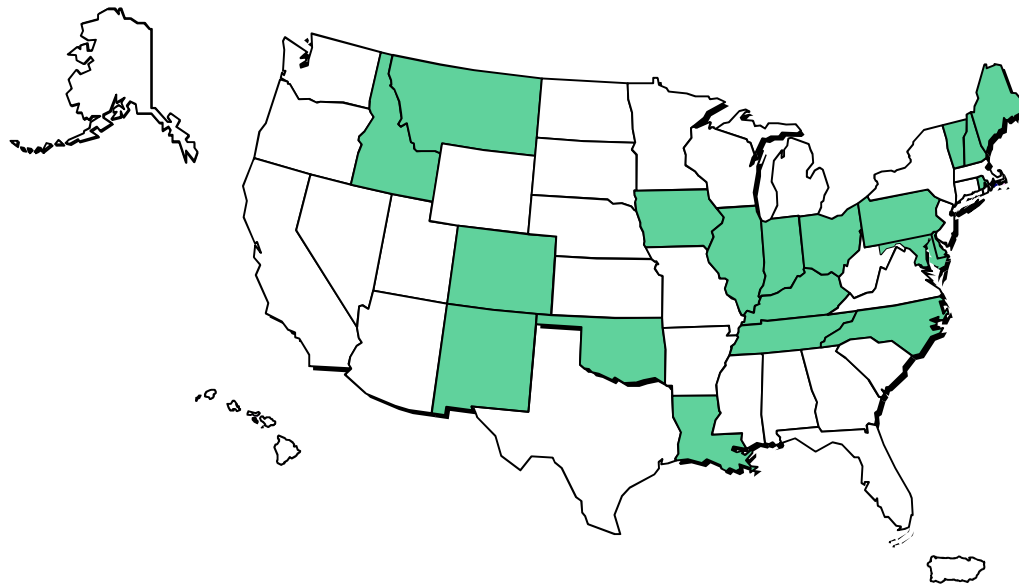
- ★ Policy provides goals and procedures to guide decisions and actions
- ★ Governments, businesses, professions, and other entities develop and employ policies

Levels & Integration of Standards



National Picture: QRIS

☆ 21 states have implemented statewide



☆ 25 states are in “QRIS development” process

NAEYC State Policy Blueprint: **Principles for Policy-Making**

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

Research Perspective: State Trends and Examples

- ★ Kathryn Tout
- ★ Co-Director of Early Childhood Research,
Child Trends

Dimensions of QRIS that Shape QRIS-PD System Connections

- ★ Goals
- ★ Resources
- ★ Scope
- ★ Whether participation is mandatory
- ★ Density of participation and degree of “buy in” from programs and providers

Connections between QRIS, PD Systems and the Workforce

- ★ Inclusion of QRIS quality standards related to:
 - ★ Director, staff and/or family child care (fcc) provider qualifications
 - ★ Learning environment, curriculum and child assessment
 - ★ Program administration and management
- ★ Requirements linking QRIS participation to PD structures such as PD registries and career lattices
- ★ Connection to financial supports such as TEACH® scholarships, wage enhancement, and retention bonuses
- ★ Provision of quality improvement supports

Quality Standards: Director, Staff and FCC Provider Qualifications

- ★ PD qualifications are a common category included in QRIS standards
- ★ Standards may specify:
 - ★ Educational qualifications
 - ★ Specialized training
 - ★ Attainment of specific credentials or certificates
 - ★ Experience
- ★ May include completion of a professional development plan

Quality Standards: Learning Environment, Curriculum and Child Assessment

- ★ Potential to address practitioner skills and competencies through QRIS standards in this category
- ★ Learning environment typically assessed using the environment rating scales (ERS) which do not emphasize child-adult interactions
- ★ Use of tools such as the CLASS may add a stronger focus on child-adult interactions
- ★ Indicators related to the use of curriculum and/or child assessment tools may specify that tools be aligned with state standards; they may also have training requirements related to the tools

Quality Standards: Program Administration and Management

- ★ Program administration and management is a common category in QRIS standards
- ★ There are a range of indicators that may be included in this category
- ★ Indicators linking closely to workforce characteristics include/specify:
 - ★ Benefits for staff
 - ★ Compensation for staff
 - ★ Use of performance evaluations
 - ★ Communication strategies with staff

Linkages Between QRIS and PD System Infrastructure

- ★ QRIS may specify that practitioners enroll in PD registry
- ★ QRIS may specify that ongoing training be registered/approved in registry for it to count toward the training indicator
- ★ QRIS may designate levels achieved on a career lattice as meeting criteria for QRIS levels

Connections between QRIS and Financial Supports

- ★ QRIS may link to broader PD System efforts to provide TEACH® scholarships, wage enhancements, and retention bonuses
- ★ Quality awards to QRIS programs may provide resources that can be used for compensation and professional development
- ★ Very little evidence on the types and amount of financial supports that are most effective for improving practitioner outcomes and workforce stability

Provision of Quality Improvement Supports

- ★ A range of strategies are in use that target practitioner skills and overall quality of the learning environment
- ★ QRIS must accommodate programs at various quality levels
- ★ It is challenging to identify and develop individualized improvement strategies that “meet programs where they are”

QRIS and the Principles for Policy Making: Integration

- ★ What types of programs are eligible to participate in the QRIS?
- ★ What proportion of eligible programs actually are participating in the QRIS?
- ★ What agencies and organizations (including higher education) are at the table for QRIS development or implementation decisions?

QRIS and the Principles for Policy Making: Quality Assurance

- ★ Are the QRIS quality standards research-based? Have they been validated?
- ★ What data management practices are in place to ensure integrity of the QRIS data?
- ★ What steps are taken to verify data collected to assess QRIS quality standards?
- ★ How long can programs stay at a certain quality level?

QRIS and the Principles for Policy Making: Diversity, Inclusion, & Access

- ★ What outreach strategies are used to recruit diverse programs and practitioners?
- ★ Are quality indicators related to cultural diversity and provisions for children with special needs included in the QRIS?
- ★ How are QRIS quality standards assessed with programs and practitioners speaking languages other than English?
- ★ Are quality improvement opportunities available in languages other than English?
- ★ What outreach strategies are used to provide information about quality to diverse families?

QRIS and the Principles for Policy Making: Compensation Parity

- ★ Is compensation addressed in the QRIS quality standards?
- ★ Can financial supports/incentives in the QRIS be used to fund compensation?

Thank You

- ★ Please contact Kathryn Tout with additional questions or for further information at ktout@childtrends.org



State Perspective: Ohio's Integration Experience

- ★ Jamie Gottesman
- ★ Assistant Chief, Bureau of Child Care and Development, Ohio Department of Job and Family Services



The Principle of Integration



Integration of National Standards

- ★ Only at Step Three
- ★ Created an alignment matrix
- ★ Align to Head Start, NAEYC, NIEER (preschool) standards
- ★ Revise SUTQ benchmark indicators when national standards change

Structural Design

- ★ Three progressive levels (Steps)
- ★ Step One is **not** licensing as programs need to meet a licensing threshold prior to entry – awareness of quality
- ★ Step Two is intermediate level – implementation of quality
- ★ Step Three – highest level – integration of quality across of program elements

Integration of State Standards

- ★ Across all Step Levels
- ★ Primary focus is to reduce redundancy and utilize consistent tools across program types
- ★ Workforce – agreement on requirements not agreement on use of alternative ways to meet requirements

Integration Across Age Groups

- ★ Research doesn't discriminate by setting or age group
- ★ Rating is based on combination of documentation, direct observation and interviews
- ★ Pre-requisites for each job function that teachers and administrators must take before accessing other approved training

Integration Across Age Groups

- ★ Currently every type of school-age program is participating
- ★ Workforce is “different” but that shouldn’t mean lower standards
- ★ Time on site for children shouldn’t mean lower standards
- ★ Flexibility based on program philosophy

Integration and Inclusion

- ★ Utilize universal design
- ★ Step Two individual needs and interests are required in curriculum planning
- ★ Step Three individual goals are required
- ★ Have dual/triple licensed programs, medical programs and speech and hearing programs

Integration of Family Child Care

- ★ 3 types – licensed, certified and unregulated
- ★ Licensed family child care (Type A's) can participate
- ★ Challenges in both alignment of equitable indicators and implementation of indicators
- ★ Certified not eligible due to funding

Integration and Silos

- ★ Link and rethink whenever and where ever possible
- ★ Link programs requiring higher standards to your QRIS
- ★ Rethink requirements to eliminate redundancy, relieve administrative burdens and reduce duplication of effort

Thank You

- ★ Visit www.stepuptoquality.org for more information
- ★ Please contact Jamie Gottesman with additional questions at jamie.gottesman@jfs.ohio.gov

Potential Opportunities

- ☆ Davida McDonald
- ☆ NAEYC Director, State Policy
- ☆ Panel Discussion

Diversity, Inclusion, and Access

Growth of QRIS nationwide

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Demographics of the ece workforce and families
with children under six in US

=

**We must ensure that concepts of cultural
competence are woven into QRIS standards
and criteria in a meaningful way**

Pathways to Cultural Competence Project

- ★ Second phase of NAEYC's QRIS and cultural competence work funded by the A.L. Mailman Foundation
- ★ Pilots 2 cultural competence checklists in states with QRIS (pilot or statewide)

Pathways to Cultural Competence Project

- ★ Programs do a baseline reflection on culturally-competent practices at the classroom and program levels
- ★ Participating states: Arkansas, Colorado, the District of Columbia, Louisiana, Montana, New Hampshire, New Mexico, New York, and Ohio

Thank You

- ★ Stay tuned for NAEYC's new QRIS web page available via www.naeyc.org/policy
- ★ Please contact Davida McDonald for additional information at DMcDonald@naeyc.org

Strengthening Connections between QRIS and PD Systems

- ★ Track outcomes for programs/practitioners
 - ★ Use registry and career lattice data to examine changes over time for practitioners in the QRIS compared to other practitioners
- ★ Create feedback loops to diagnose and address training needs
 - ★ Use data on quality indicators from the QRIS to identify and create training and other professional development opportunities that align with the needs of the workforce
- ★ Connect QRIS quality improvement strategies with PD System initiatives

Evidence is Needed

- ★ The research base on QRIS-PD-workforce connections is surprisingly small.
- ★ Evidence from Colorado, Oklahoma, Pennsylvania and Tennessee shows improved quality over time
- ★ No evidence to date about improvements in workforce qualifications, skills or competencies linked to participation in QRIS or to various QRIS provisions
- ★ Evaluations are underway in multiple sites, but full QRIS implementation will be needed to track outcomes appropriately

New Resource on QRS

- ★ ***Compendium of Quality Rating Systems and Evaluations*** to be released later in April, 2010
 - ★ Produced for the Office of Planning, Research and Evaluation by Child Trends and Mathematica Policy Research
 - ★ Presents information on 26 QRS (including those that are statewide, county-wide and pilot).
 - ★ Data were collected via review of public documents and interviews with QRS administrators
 - ★ Will contain a cross-QRS comparison of the descriptive data and 26 individual QRS profiles

Data Available in the Compendium

- ★ Details about QRS service area, participation and ratings
- ★ QRS goals
- ★ Funding sources and administration
- ★ QRS eligibility
- ★ Application process
- ★ Quality standards
- ★ Rating Structure and process
- ★ Use of observational measurement tools
- ★ Improvement process
- ★ Financial incentives
- ★ QRS linkages with other systems
- ★ Outreach strategies
- ★ Monitoring and evaluation
- ★ Key contacts and resources

Panel Discussion - continued

- ★ Additional thoughts and comments on opportunities



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Questions and Comments



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☆ From participants

Integration Questions

- ★ General strategies for linking PD and QRIS
- ★ Integration and inclusion
- ★ Integration of sectors, including providers from various sectors

Quality Assurance Questions

- ★ Assessment and outcomes
- ★ Staff retention and continuity issues (continuity of care)

Diversity, Inclusion, and Access

- ★ TA and supports
- ★ And Quality Assurance
 - ★ Training requirements and qualifications

Compensation Parity Questions

- ★ And Quality Assurance

 - ☆ Data

- ★ Funding

- ★ Ties to qualifications/training

Wrap-Up



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Related Resources & Assistance

NAEYC's Early Childhood Workforce Systems Initiative (ECWSI) is generously supported by the Birth to Five Policy Alliance and the McCormick Foundation

★ www.naeyc.org/policy/ecwsi

- ★ Online state policy database
- ★ Summary, planning guide, and additional tools
- ★ Collaborative consultation via annual summit, web seminars, and peer-to-peer activities
- ★ Linkages to additional NAEYC state and Federal policy work and professional development activities including *Conceptual Framework for Professional Development and Professional Preparation Standards*

Thank you!



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