



BUILD Initiative's New QRIS 3.0 Tools and Resources

March 23rd 2017



Welcome - Introductions



Debi Mathias



Iheoma U. Iruka, Ph.D.



Anne Mitchell



Kate Tarrant



Harriet Dichter



Agenda for the Conversation

- Why these new tools and resources?
- What do we hope to accomplish today?
- How is this webinar organized?
- Where can I find these tools and resources?

<http://www.buildinitiative.org/qris3>



Iheoma

Tool for a Cross-Sector QRIS



Iheoma U. Iruka, Ph.D.



Purpose of the Tool

- Assist QRIS designers, administrators, and implementers to support the development of a **cross-sector** QRIS focusing on:
 - school readiness
 - healthy child development
 - equitable outcomes for young children
- Lays out multiple factors for consideration in planning and implementation



Cross-sector QRIS

- A QRIS that ***actively*** embraces and meets the needs of child care and pre-K, and ideally includes Head Start and Early Head Start
- A QRIS that addresses policy development, funding for rating and accountability, quality improvement, and high-quality ECE services
- A QRIS that relates, at a ***high*** level, to the whole ECE system



Equitable-based QRIS

- A QRIS that assures that children with limited opportunities, and the programs that serve them, are actively included and supported through the QRIS
- A QRIS with planning, decision-making, communication, standards and resource allocation using an equity lens → equitable outcomes
- A QRIS functioning at a **high** level with issues of equity are intentionally and explicitly incorporated



Poll Question?

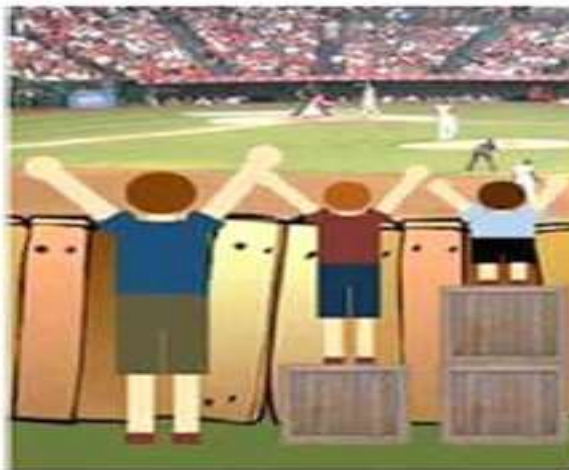
Which image is your current system?

A



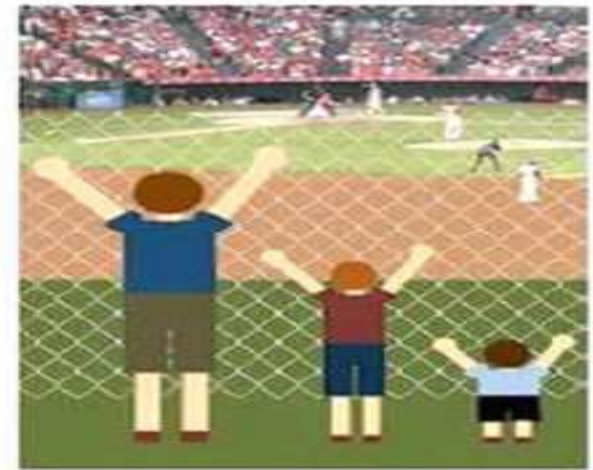
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

B



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

C



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Poll Question?

The partners in our QRIS are:

- a) Child Care Only
- b) Child Care & PreK
- c) Child Care & (Early) Head Start
- d) Child Care, PreK, & (Early) Head Start
- e) I Don't Know



Eight Sections of the Tool

1. Mission, Vision, Goal, Theory of Change, and Logic Model (7 sub-sections)
2. Leadership and Governance (4 sub-sections)
3. Financing (5 sub-sections)
4. Stakeholder Engagement (7 sub-sections)
5. Standards (2 sub-sections)
6. QRIS Accountability and Rating (5 sub-sections)
7. Improvement Supports (2 sub-sections)
8. Summary Chart



Tool for a Cross-Sector QRIS

QRIS 3.0 Tools and Resources



2017
Build
INITIATIVE
Strong Foundations For
Our Youngest Children



Tool Sections (continued)

1	Section VIII: Summary Chart				
2		Overall (Mark with X or Use Drop Downs)			
3		High	Moderate	Beginning	Notes
19	Section III: Financing				
20	3.a. Sufficient and equitably distributed				
21	3.b. Sufficient and equitable funding for				
22	3.c. Sufficient and equitable funding for				
23	3.d. Blending and layering of funds				
24	3.e. Alignment between theory of change/logic model and financing				
25	Total	0	0	0	
26	Section IV: Stakeholder Engagement				

III. Financing

IV. Stakeholder Engagement

V. Standards

VI. QRIS Accountability & Rating

VII. Improvement Supports

VIII. Summary Chart

Sheet1

Acknowledgements

+

**scoring
rubric**

subsection



Tool Sections (continued)

Stakeholder Engagement		Current Status	Notes/Evidence/ Comments	Next Steps
<p>Communication team has some diversity and includes a mix of sectors and individuals</p> <p>Communication team's role and responsibilities are still being formulated in the areas of provider participation, transparency, and building up public and private sector engagement</p> <p>Communication plan does not fully address all key areas: 1) provider participation and commitment, 2) transparency of the QRIS in the broader context including families, 3) building up public policy and investment, and 4) building up private sector investment</p>	<p><input type="checkbox"/> Communication team is made up of 1 or 2 people</p> <p><input type="checkbox"/> Communication team's role and responsibilities have not been formulated</p>	<p>Moderate</p>	<p>notes & evidence</p>	<p>next steps & resources</p>
<p>Communication plan for provider community is in progress</p>	<p><input type="checkbox"/> QRIS team has not developed a communications plan</p>			

drop-down box

Summary Sheet

- Can be used by a group or individual
- Set up to populate
- Based on group consensus, can select whether system is high, moderate, or basic level in the various subsections, which will then be summarized
- Provides a column that
 - allows the group to identify areas of focus
 - next steps
 - “at-a-glance” review of the QRIS
 - how the group prioritizes its focus and work



Summary Sheet

A	B	C	D	E																																								
Subsections	High Level in Place	Moderate Level in Place	Beginning Level	Current Status																																								
1.a. Mission Statement	<input checked="" type="checkbox"/> Mission statement communicates the purpose of the system and its value to the state and stakeholders	<input type="checkbox"/> Existence of mission statement	<input type="checkbox"/> No mission statement	High																																								
1.b. Vision Statement	<input type="checkbox"/> Vision statement communicates what the QRIS is meant to become for the state	<input type="checkbox"/> Existence of vision statement	<input type="checkbox"/> No vision statement	Moderate																																								
1.c. Goal Statement	<input type="checkbox"/> Goal statement communicates how the state will achieve the vision and gauge degree of success	<input type="checkbox"/> Existence of goal statement	<input type="checkbox"/> No goal statement	Basic																																								
1.d. Theory of Change/Logic Model	<input type="checkbox"/> A theory of change document includes the key components needed to meet the goals of QRIS <input type="checkbox"/> A logic model shows how the theory of change can be	<input type="checkbox"/> A theory of change document indicates the key components needed to meet the goals of QRISs <input type="checkbox"/> A logic model indicates how the theory of change will	<input type="checkbox"/> No theory of change document <input type="checkbox"/> No logic model document	Moderate																																								
1.e. Sharing, understanding, and utilization of common mission, vision, goals	<input type="checkbox"/> Clear, specific, and articulated QRIS are articulated and QRIS aspires to achieve	<div>Section VIII: Summary Chart</div> <div>Overall (Mark with X or Use Drop Downs)</div> <table border="1"> <thead> <tr> <th>High</th><th>Moderate</th><th>Beginning</th><th>Notes</th></tr> </thead> <tbody> <tr> <td colspan="4">Section I: Mission, Vision, Goal, Theory of Change, and Logic Model</td> </tr> <tr> <td colspan="4">populates</td> </tr> <tr> <td>1.a. Mission Statement</td><td>X</td><td></td><td></td></tr> <tr> <td>1.b. Vision Statement</td><td></td><td>X</td><td></td></tr> <tr> <td>1.c. Goal Statement</td><td></td><td></td><td>X</td></tr> <tr> <td>1.d. Theory of Change/Logic Model</td><td></td><td>X</td><td></td></tr> <tr> <td>1.e. Sharing, understanding, and utilization of common mission, vision, goals, and logic to guide the QRIS</td><td>X</td><td></td><td></td></tr> <tr> <td>1.f. ECE sector has clear, shared, and committed vision about QRIS and its connection to the early childhood system</td><td></td><td></td><td></td></tr> <tr> <td>1.g. Policymakers (and decision makers) have clear, shared vision of</td><td>X</td><td></td><td></td></tr> </tbody> </table>			High	Moderate	Beginning	Notes	Section I: Mission, Vision, Goal, Theory of Change, and Logic Model				populates				1.a. Mission Statement	X			1.b. Vision Statement		X		1.c. Goal Statement			X	1.d. Theory of Change/Logic Model		X		1.e. Sharing, understanding, and utilization of common mission, vision, goals, and logic to guide the QRIS	X			1.f. ECE sector has clear, shared, and committed vision about QRIS and its connection to the early childhood system				1.g. Policymakers (and decision makers) have clear, shared vision of	X		
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<div>Tips for Using the Tool</div> <div>Re</div> <div>standards</div> <div>VI. QRIS Account</div>																																												



Summary Sheet

Anne

Finance and QRIS



Anne Mitchell



The Opportunity

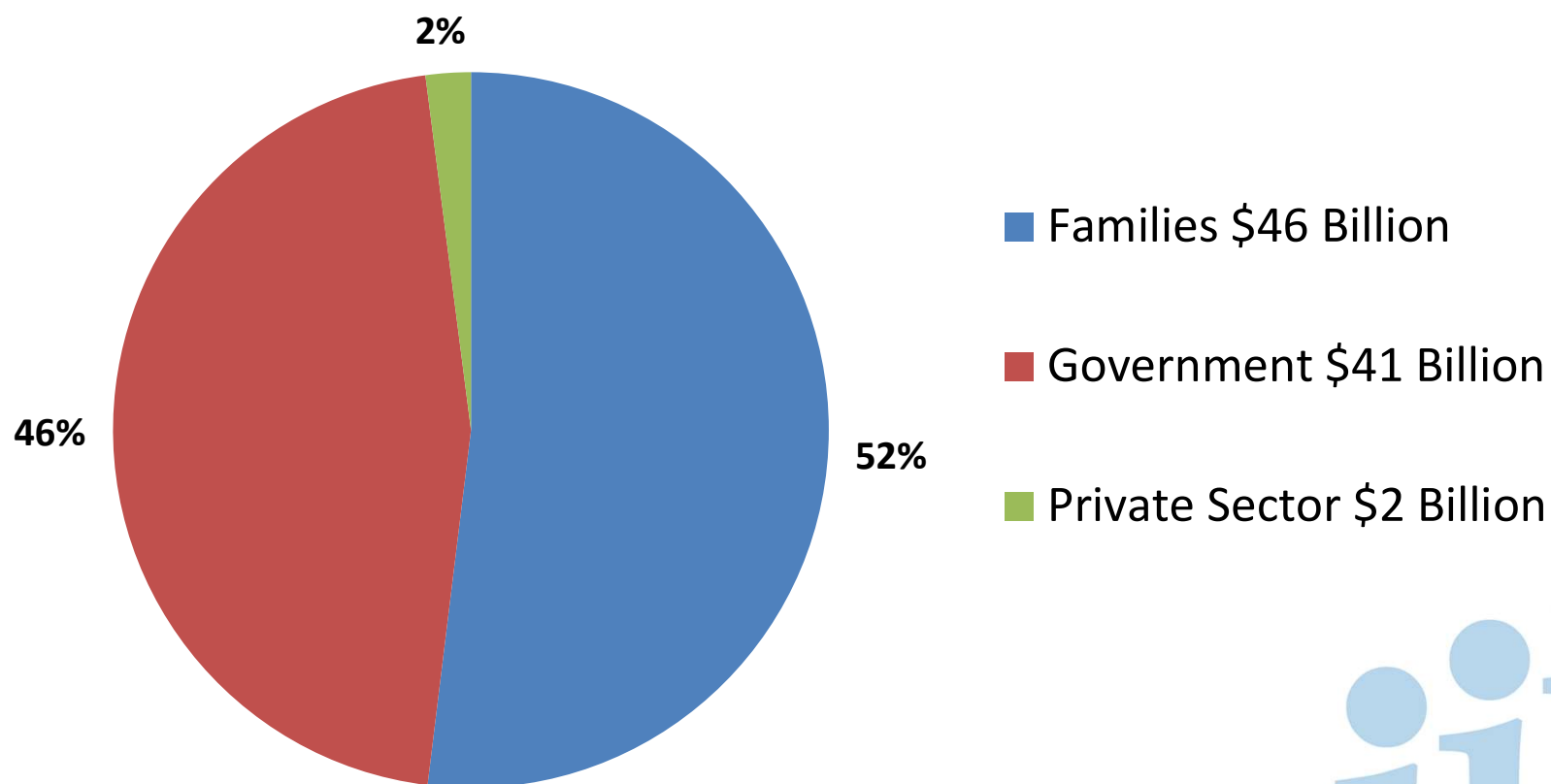
QRIS can be the means to deliver adequate funding to all types of ECE programs based on the quality of the services they deliver.

- High-quality ECE costs SO much more than low quality
- Most families can't afford high quality
- QRIS is a strategy for differentiating financial support



Who Pays for ECE Now?

Shares of Funding in U.S. ECE Market (in billions, FY2015)



The Cost-Quality Conundrum

1. Higher-quality ECE services cost more than most families can afford.
2. The ECE market is split between 'free' programs like pre-K, Head Start, special education and 'tuition-based' programs like child care and nursery schools.
3. Tuition-based ECE encourages price competition—to keep tuition fees low—which discourages investment in quality.

Many QRIS have been limited in their impact precisely because not enough attention has been given to the necessary investment in the ongoing cost of higher-quality services.

High-cost Quality Factors

Two aspects of personnel quality are the primary cost drivers of higher-quality early care and education:

- 1) Ratios and group sizes that are low enough to support children's individualized learning; and
- 2) Compensation that is high enough to
 - retain good teachers
 - reduce the level of adult stress that poverty/near-poverty wages can create



Financing a QRIS

- The 3 main parts of a QRIS
 - **Rating process & system accountability**
 - **Quality improvement supports**
 - **ECE services** provided by participating programs, differential funding by program quality
- The ECE services are BY FAR the most expensive part, and the least attended to in QRIS finance currently
- Funding quality services is THE key to QRIS success



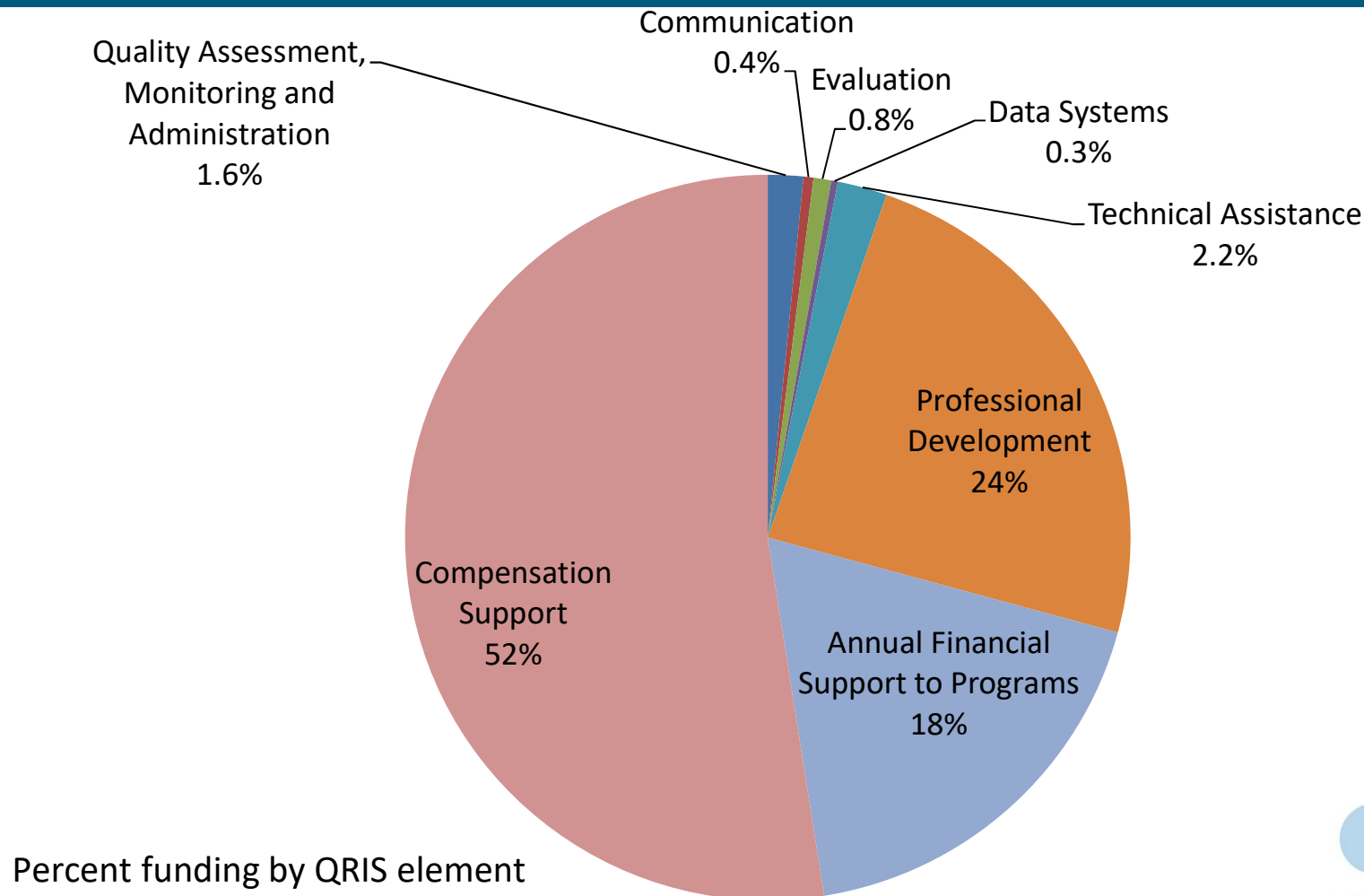
Poll?

In current QRIS, what is the proportion of funding for the **rating process & system accountability** compared to **all other elements** of the QRIS?

- a) 20% rating, 80% all other
- b) 40% rating, 60% all other
- c) 50% rating, 50% all other



A Financially Balanced QRIS



Current Sources of QRIS Funding

Based on QRIS Compendium data (*only 15 of 40 QRIS provided financial info*)

- Child Care and Development Block Grant (**CCDBG/CCDF**) funds, federal and state, were cited most often as a main, or the sole, funding source (11 of 15).
- Other sources: state general funds, RTT-ELC, State pre-K funds, and licensing fees.
- The local QRIS also reported funding from local government.

Other potential sources:

- Every Student Succeeds Act (ESSA) Title II,
- Workforce Investment Opportunity Act (WIOA)
- Higher Ed funding federal & state—scholarships, tax credits, etc.



Expand Current Sources & Connect to QRIS

We need many sources to fully fund QRIS

- Increase the overall CCDF investment - Not just higher rates but also funding to reach more than the current 17% of eligible families served
- Fully fund Head Start/Early Head Start
- Universal pre-K in every state – For all preschoolers, diverse delivery, with sufficient \$/child to support compensation parity with public schools
- Robust refundable tax credits in every jurisdiction that taxes income - Index for inflation, cover significant share of the family cost, link benefit to quality, greater benefit to lower income taxpayers



Fully Financing a QRIS **Requires** Increased Public Revenue

Expand existing federal and state sources, link to QRIS

Expand your revenue generating portfolio and always link to QRIS

- Local property taxes, Seattle & San Francisco
- Sales taxes, Philadelphia Beverage Tax
- State and local income taxes, Dayton Preschool
- State income tax credits, Louisiana & Nebraska School Readiness Tax Credits, linked to QRIS and **support compensation**

None of these alone can fill the gap. Putting local, state and federal together with family contributions, we can fully fund quality.

Use your QRIS to ensure quality is what's being paid for via each and every funding source



Kate

Toward Coherence: State Approaches to Integrating Pre-K in QRIS



Kate Tarrant



Purpose

Support policymakers and advocates as they examine their existing approaches and strive to increase **coherence, effectiveness, and equity.**



Purpose

- ECE is a fledgling system in which **coherence is essential**
- QRIS and pre-K are on the rise
 - 39 states have statewide QRIS
 - 42 States have state-funded pre-K
- Do these approaches work in concert or at cross-purposes?



Context: Two Approaches To Expanding Access to Quality

- Pre-K: Program to promote school readiness
 - Rooted in education context
 - Targeted intervention prior to kindergarten entry
 - Funded to cover the full cost of providing services that meet pre-K program quality standards
- QRIS: A framework to improve ECE quality
 - Rooted in child care context
 - Highly inconsistent and generally inadequate financing and regulations to assure equitable access to quality
 - Funded by family fees and subsidies within the ECE market
 - QRIS financing is highly variable and insufficient



Common Dimensions for Comparison

1. Governance
2. Funding
3. Quality standards for programs and practitioners
4. Supports and infrastructure to meet such standards
5. Monitoring and accountability
6. Financing quality standards
7. Engagement and outreach



State Approaches

Review of states approaches based on two features:

- Pre-K Participation Policies
 - Does a state's pre-K policy encourage or mandate pre-K programs to be rated?
- QRIS Structure
 - To what extent are the components of the QRIS inclusive of pre-K?
- Four models – Each with challenges and strengths



1. No Integration

Strengths:

- Coordination demands resources that may be allocated to other features of ECE systems.
- Programs focused on the different sectors are able to tailor strategies more narrowly or specifically to the needs in their sector.

Challenges:

- Reinforces silos within the ECE system.
- There may be inefficiencies within the system.
- Divergent perspectives on ECE quality challenge families.
- The ECE system lacks a framework to connect pre-K with all other early learning programs.



2. Cross-sector Participation is Allowed

Strengths:

- Participation is flexible
- Sites may have the opportunity to blend and braid resources at the service delivery level through participation in both initiatives.

Challenges:

- Incentives must be sufficient to encourage pre-K participation.
- QRIS child care requirements may create barriers, especially for school-based programs.
- Different standards may leave educators without clear guidance.
- Monitoring procedures may be redundant.
- Differential funding create questions about equitable use of public resources.



3. Alternative Pathway Provided for Pre-K

Strengths:

- Cross-sector engagement in the QRIS without a major change to the QRIS standards.
- Pathways acknowledge the differences in pre-k and QRIS context.
- QRIS financing can compensate for child care's lower per-child allocation than pre-K.

Challenges:

- ECE sites that co-locate pre-K and child care may have to navigate two approaches.
- Lack of one common definition of high-quality ECE.
- The incentives for pre-K programs to participate need to be valuable to motivate pre-K participation.



4. Unified QRIS Framework Inclusive of Pre-K

Strengths:

- One common quality improvement framework.
- Greater transparency and understanding for participants and families.
- Many agencies/stakeholders work together.
- The QRIS can have strong mutual benefit to both pre-K and child care.

Challenges:

- Significant investments are needed.
- Different infrastructure needs to be addressed.
- Ongoing communication is required at all levels.



Poll

How would you characterize your state's Cross-Sector QRIS?

- a) No integration*
- b) Allowed*
- c) Alternative pathways*
- d) Unified*
- e) Not sure*



Strategies to Support Progress

1. Ensure states have a **robust governance advisory system** that includes representatives from the agencies administering QRIS and pre-K
2. Ensure **funding for each component** of the QRIS and pre-K is sufficient to provide children with access to high-quality ECE options and financial assistance is sufficient
3. Use **consistent quality standards** for programs and practitioners
4. Align and enhance **supports** for programs and practitioners
5. **Coordinate program monitoring**
6. **Evaluate** different models



Harriet

Communications Strategies for Expanding Quality Rating Improvement System (QRIS): A Primer for Reaching Policy Audiences



Harriet Dichter



Communications Strategies for Policy Audiences

- Communication—whether carefully planned or done haphazardly—frames an issue, informs an audience, influences public opinion, shapes policy, builds support, and prompts action
- Primer focuses on policy audiences as part of BUILD's interest in seeing adequate resources allocated to QRIS



Communications Strategies for Policy Audiences



Examining Context/Setting Objectives



Identifying Audiences

- Just as QRIS designers and implementers develop messages and strategies tailored to providers to enlist their participation or to parents to promote the provider ratings or resources available, the same is the case for policymakers



Identifying Audiences

- Where are your policymakers? For example:
 - Don't know what a QRIS is and how it relates to outcomes and values they care about;
 - Know about QRIS but need support to move it to a higher place in their own priorities for action;
 - Are primed and ready to act and just need a plan;
 - Naysayers who need to move from opposed to neutral



Identifying Audiences

- When your exact targets are developed, identify:
 - The values that match your audience with your organization;
 - What you are asking your audiences to do that reflect both your values and theirs; and
 - What the benefit is to the audience of doing what you want or need.



Developing Messages

- Messages are effective when they communicate something you, the sender, want to convey in a way that the receiver understands and responds to in a positive fashion.



Developing Messages

- Primer includes the results of interviews we did with policymakers—elected officials, governor’s staff—to learn what messages they heard about QRIS and what they see as the public policy rationale for QRIS.
- We also interviewed advocates and administrators to learn what messages they are giving to policymakers.



Developing Messages

- Examples of a message box with sample QRIS messages are provided
- Message boxes are helpful because they are short and help you focus on a succinct and compelling message
- Message boxes help provide the internal discipline and focus for communications strategies



Finding the Right Messengers

- For the target audience, select messengers who are trusted, influential, credible, committed to delivering a key message
- The primer covers core issues around messengers including
 - Spokespeople
 - Preparation
 - Personal relationships
 - Venues



Outreach and Execution

- Think about this work as a campaign:
 - developing and maintaining a pro-active presence
 - simplifying and repeating messages in diverse venues and mediums
 - cultivating essential stakeholder support and activism
 - identifying and leveraging the necessary financial and human resources to accomplish your plan



Collecting, Analyzing and Applying Data

- Data collection is a powerful part of the process
- Primer focuses on two types of data: 1) data about the QRIS itself as well as 2) data about the communications to promote QRIS policy effort
- Identifying a person or people responsible for this part of the work is critical



Wrap Up

- Intentional planning is necessary to the policy communications process
- Primer can help you focus on the creation of a proactive and strategic plan to position the QRIS in your own state's policy context



How Can State Leaders Use This Tool?

- Finance:
 - Understand how to make current QRIS most efficient
 - Rebalance current funding to invest in services based on quality
 - Adopt new revenue generating mechanisms
- Tool:
 - Continuous quality improvement
 - Communicate and prioritize actions
 - Ensure that system matches the vision



How Can State Leaders Use This Tool?

- QRIS Pre-K:
 - Examine each dimension of the state's QRIS to assess alignment and coherence between approaches
 - Engage cross-sector partners in review and refinement of QRIS
- Communications Primer:
 - To plan intentionally and strategically about policymaker communications
 - To prioritize this work- put it on par with program development and program implementation



How Can Advocates & Stakeholders Use This Tool?

- Tool:

- Continuous quality improvement
- Communicate and prioritize actions
- Ensure that system matches the vision

Finance:

- Understand the ECE market better,
- Improve it using QRIS as the accountability measure for increased investment



How Can Advocates & Stakeholders Use This Tool?

QRIS Pre-K:

- Examine each dimension of the state's QRIS to assess alignment and coherence between approaches
- Engage cross-sector partners in review and refinement of QRIS
- Identify opportunities to leverage QRIS and pre-K approaches to enhance and improve access to quality ECE

• Communications Primer:

- To shore up and inform policy work so that QRIS is well positioned and strategically included
- To focus on best messages (message box) and messengers



Questions, Reflections, Comments



Look for Sessions Using These Resources at



Thank You

Follow-up Contacts:

Debi Mathias, dmathias@buildinitiative.org

