

# Using the Data You Have to Inform QRIS and Quality Improvement Initiatives

QRIS National Meeting  
July 16, 2018

**Kelly Maxwell and Nadia Orfali, Child Trends**  
**Bentley Ponder, Georgia Department of Early Care and Learning**  
**Rena Hallam, University of Delaware**



# Who's in the audience?

- How would you describe your job?
  - Researcher
  - QRIS administrator
  - TA provider
  - Other

# Acknowledgement

- *CCADAC is supported through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) and managed through the Child Care and Early Education Policy Analysis (CCEEPRA) contract with Child Trends.*
  - *Ivelisse Martinez-Beck, CCEEPRA Project Officer*
- *The primary purpose of the Child Care Administrative Data Analysis Center (CCADAC) is to support the use of administrative data to address policy-relevant early care and education research questions for state child care administrators and their research partners.*
  - *Kathleen Dwyer, CCADAC Project Officer*



<http://www.researchconnections.org/content/childcare/understand/administrative-data.html>

# Where to find resources on using administrative data?

Organizes resources by topic:

- Managing administrative data
- Analyzing administrative data
- Linking administrative data
- Data confidentiality and security

# CCADAC Resources

<https://www.acf.hhs.gov/opre/resource/supporting-use-administrative-data-early-care-education-research-resource-series>

- Developing Collaborative Partnerships with State Agencies
- Determining the Feasibility of Using Administrative Data
- Considerations in Preparing to Analyze Administrative Data
- Early Childhood Data Definitions: A Guide for Researchers Using Administrative Data

# CCADAC Resources Coming Soon...

- Opportunities through State Agency Research Partnerships for Using Administrative Data to Support Early Care and Education
- Guidelines for Developing Data Sharing Agreements to Use State Administrative Data for Early Care and Education Research

# **Georgia's Quality Rated Validation: Role of Administrative Data**

July 2018



# Agenda

- Approach to Validation
- Communication Plan
- Results Utilizing Administrative Data
- Pros, Challenges, and Lessons Learned





# What Validation Means to Us

Validation is....operationalizing an ongoing process to use data and research to make **informed decisions** about Quality Rated.



# Georgia's Validation Focus

- **Data Analysis and Reporting**
- **External Validation Study**
  - 2016-2017 Family Child Care
  - 2017-2018 Child Care Centers and Family Child Care
- **Internal and External Validation Committees**
- **“Smaller Related Studies”**
  - Subsidy Grant
  - Peer Support Network
- **Align Validation to Other Projects**
  - New CCDF Evaluation Grant

# Communication Plan

1. What Makes Up a Quality Rated Star Rating? (August 2017)
2. QR Timing and Re-Ratings (Winter 2018)
3. Provider Perceptions of Quality Rated (Fall 2018)
4. Associations between ratings and independent measures of quality and children's growth (end of Year 4 contract)

# Standard Reporting

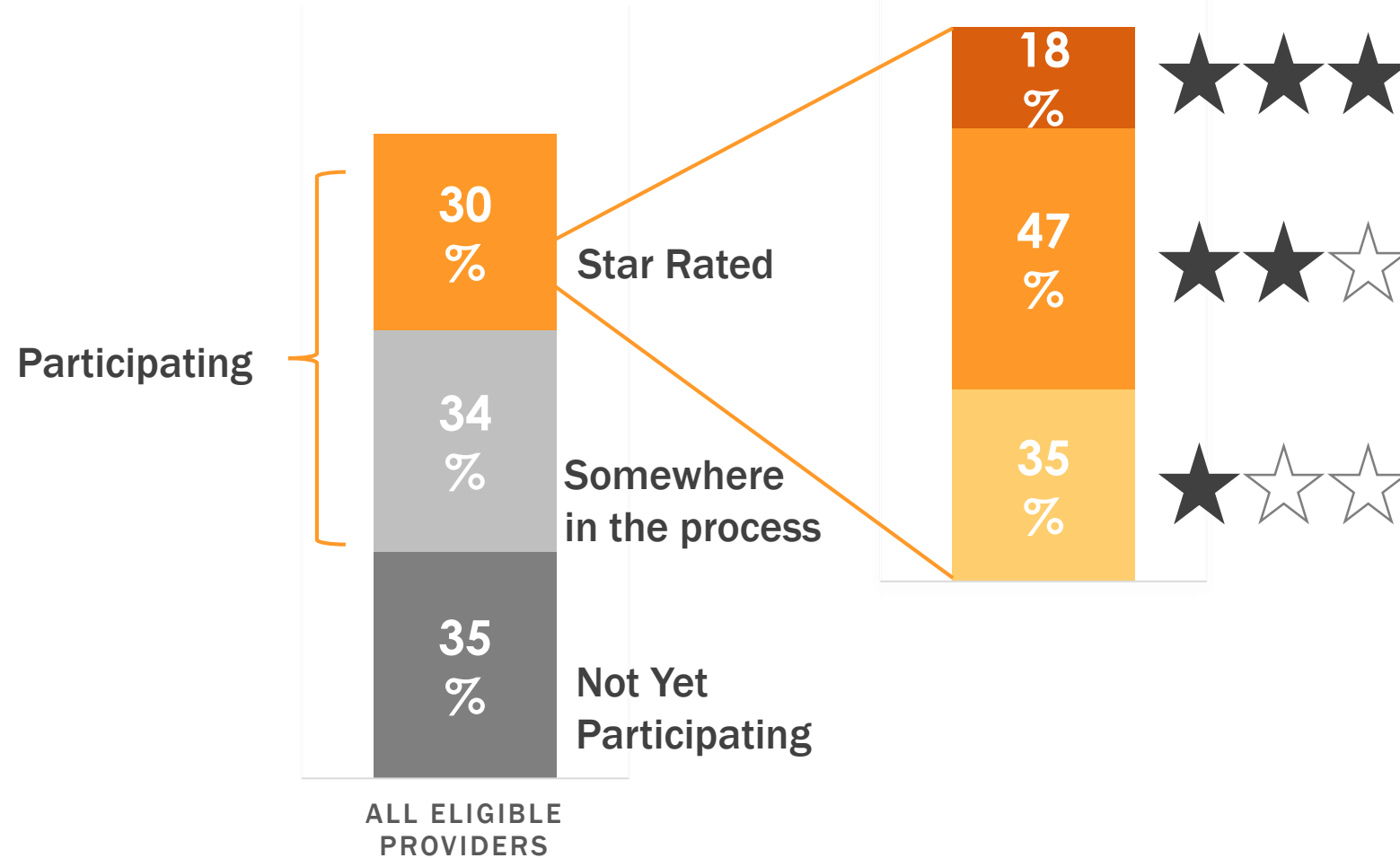


As of February 1, 2018

	Participating	Rated (1-3 stars)
Licensed Family Homes	50%	24%
Licensed Centers	70%	33%
All Eligible Programs	63%	30%

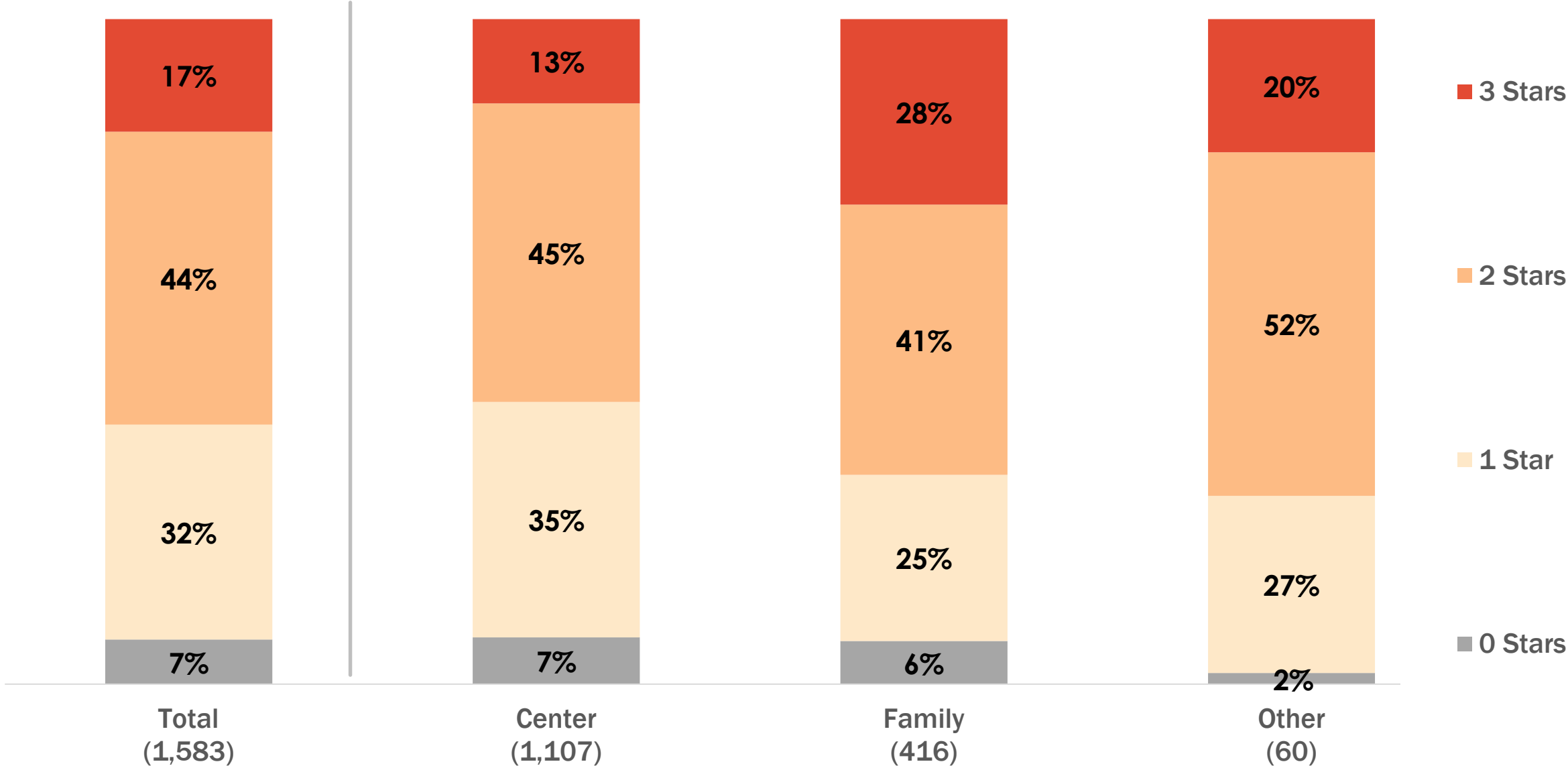


# Of the 4,860 Eligible programs in Georgia, **1,477** are Star Rated



The quality of the majority of child care programs is still unknown.

# Distribution of Ratings





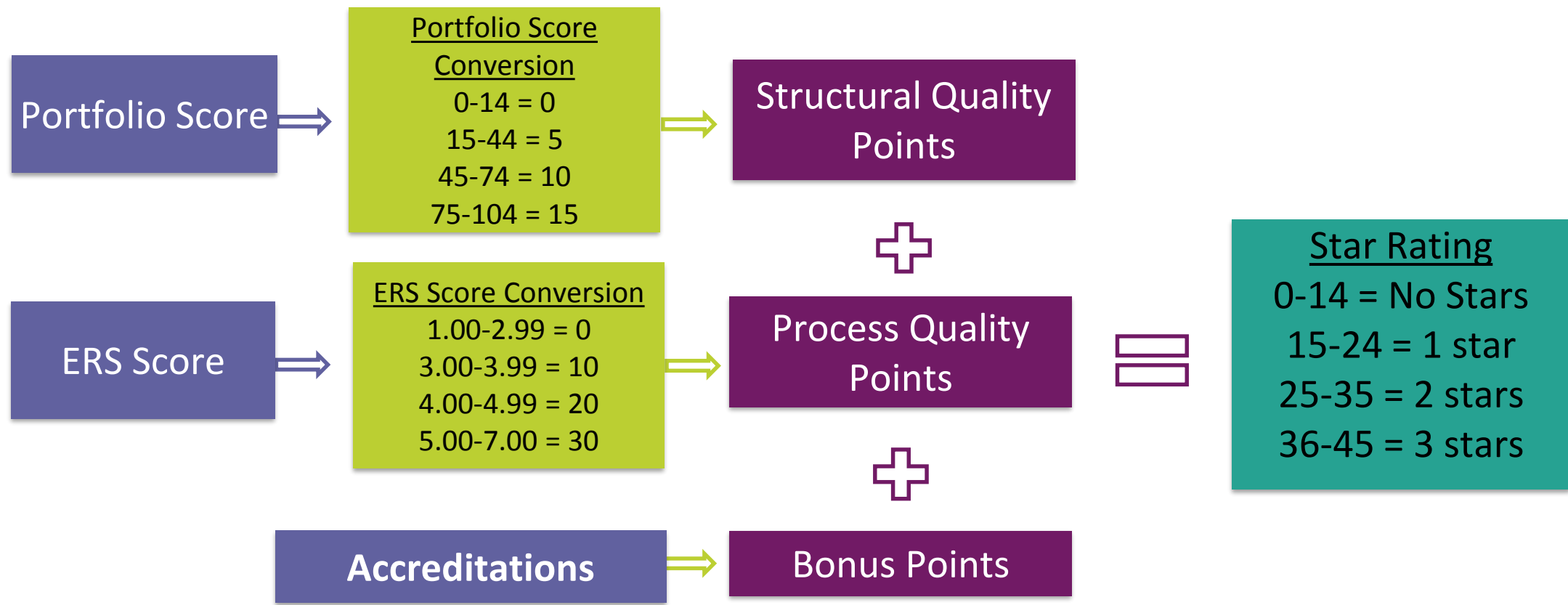
# Quality Rated Validation Project

Key Findings from the Administrative Data Analysis

*Nadia Orfali, Diane Early, & Kelly Maxwell*



# How are programs rated?



# Correlations between Components and Ratings

*Process Quality was almost perfectly correlated with the star rating.*

Components	Correlations with Star Ratings ( <i>r</i> )			
	All Programs (n=1,516)	CCLCs (n=1,034)	FCCLHs (n=402)	Others (n=80)
Structural Quality Points (Portfolio)	0.42	0.41	0.45	0.34
Process Quality Points (ERS)	0.96	0.95	0.96	0.98

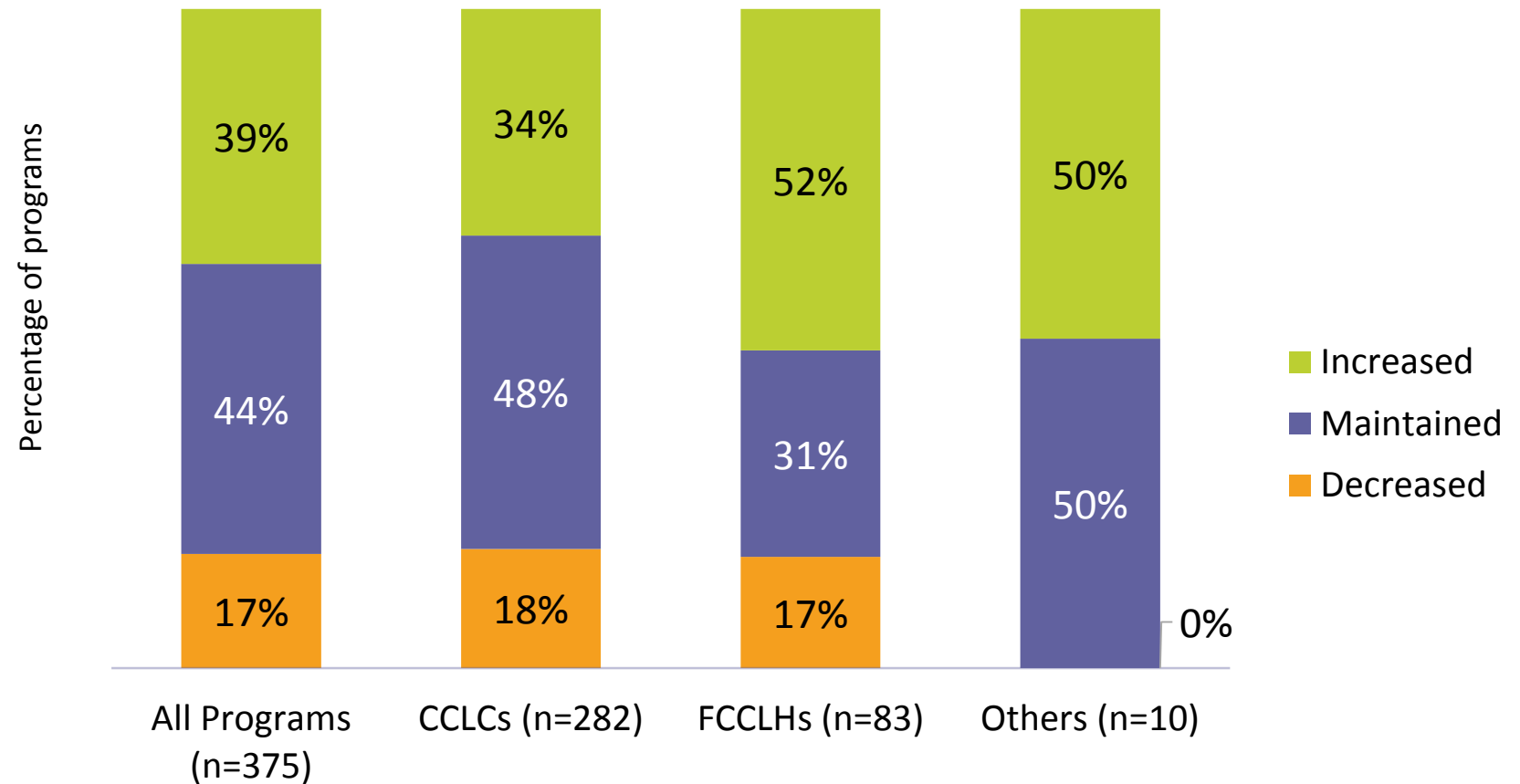
# Predicting the Star Rating with ERS Alone

*Few programs would have received a different rating if the ERS score was the only information considered.*

Actual Star Rating	Star Rating Predicted by ERS Score Alone			
	0-star	1-star	2-star	3-star
0-star	121	1	0	0
1-star	11	501	5	0
2-star	0	64	578	10
3-star	0	0	0	222

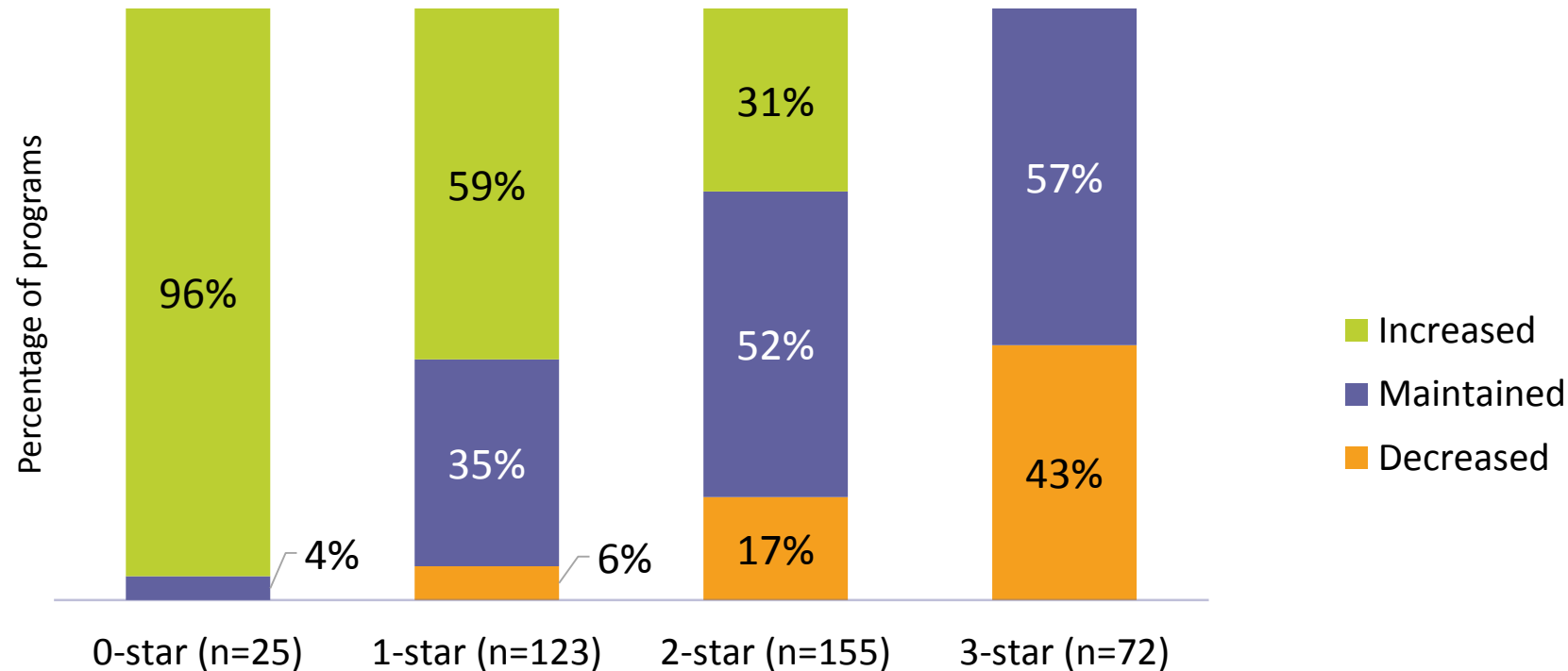
# Outcome of Re-rating by Program Type

*More FCCLHs increased in rating when re-rated than CCLCs.*



# Outcome of Re-rating by Initial Rating

*More lower rated programs increased in rating when re-rated than higher rated programs.*



# Recommendations



Balance quality  
rating and  
improvement



Revise the rating  
system so that  
quality indicators  
other than ERS  
play a meaningful  
role



Support 2-star  
programs to  
reach a 3-star  
rating



Support 3-star  
programs to  
maintain their  
level of quality

# Questions?



# Thank you!

- ❖ [norfali@childtrends.org](mailto:norfali@childtrends.org)
- ❖ [dearly@childtrends.org](mailto:dearly@childtrends.org)
- ❖ [kmaxwell@childtrends.org](mailto:kmaxwell@childtrends.org)





# Pros, Challenges, and Lessons Learned



The background of the slide features a large, faint, blue-tinted seal of the University of Delaware. The seal is circular and contains a shield with various academic subjects listed: GRAMM, PHILO, RHETOR, ETHICA, METAPH, LOGICA, MATHEM, and PHYSI. Below the shield, the year 1743 is visible. The text "UNIVERSITY OF DELAWARE" is written around the perimeter of the seal.

# *Using QRIS TA Data to Inform Practice: Examples from Delaware Stars for Early Success*

Rena Hallam, Ph.D.  
University of Delaware



# Presentation Overview

- Quick Look at TA Database
- Example 1: Use of TA data for Internal Reporting and TA Accountability
- Example 2: Use of TA data to revise targeted initiative to improve child assessment practices





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Welcome Kristy Sheffler

Program: Adrian Peoples  
ChildCare

[Summary](#)  
[Profile](#)  
[Classrooms](#)  
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[Staff](#)  
[Qualifications](#)  
[Part-Day Preschool](#)  
[School Age Program](#)

Star Level Designation

Grants/Awards

Archives

## Adrian Peoples ChildCare Summary Page

### General Information

Star Level: ★★★★★

ID: -1 Expires: 12/31/2016

Bus. License: [123-456-789-0](#) Expires: 6/30/2014

Site ID: Type: Licensed Day Care Center

Name: Adrian Peoples ChildCare Registered: 1/1/2011

Nickname: Peeps [update](#) Opens: 6:30 AM

Address: 111 One Street Closes: 6:00 PM

Age Range: 6 months to 6 years

Middletown, DE 19709 Phone:

Email: [apeoples@doe.k12.de.us](#)

### Capacity/Enrollment

Capacity: 80

Enrollment: 15 [update](#)

### Enforcement

On Enforcement: No

Enforcement Status: In Good Standing

Compliance:

Last Substantiated Complaint:

### Contacts

Type	Information
Cell Phone	<a href="#">302-111-1111</a>
Email	<a href="#">apeoples@doe.k12.de.us</a>

Show:

☒ Active Only ☐ All

### Staffing

	First	Last	Title	Employed?	STARS Contact?	Role
<a href="#">Details</a>	Adrian	Peoples	Dr.	True	True	Center Administrator
<a href="#">Details</a>	Kimi	Timberlake	Ms.	True	True	Teacher
<a href="#">Details</a>	Kimi	Timberlake	Ms.	True	True	Assistant Teacher

### Classrooms

Name	In Use?
Tiny Tigers	Yes
Anxious Alligators	Yes
New Class	Yes
Aww Yes	Yes

Welcome Kristy Sheffler

Program: Adrian Peoples  
ChildCare

Star Level Designation

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[Award SLD](#)

Grants/Awards

Archives

## Adrian Peoples ChildCare Technical Assistance Contact Log

Current Star Level: ★★★★★

[Save](#)

Choose Visit: Kristy Sheffler (On Site Nov 10 2014) [New Visit](#)

ID: 34567

By: Kristy Sheffler

Nickname:

Visit Date:

☐ Yes, this visit was cancelled

Time spent:  Hours,  Minutes

Delivery Mode:

- ☒ On Site ☐ Professional Development with TA  
☐ Phone ☐ Scheduling Attempt  
☐ Email ☐ Verification Visit  
☐ Community of Practice ☐ Other  
☐ Multiple Program/Site Meeting

If "Other", please specify:

Who did you meet/talk with during this visit?

Adrian Peoples [Add to Notes](#)

[Click Here to Add All Active Staff to Notes](#)

What competency areas (goal areas) were addressed during this visit?

- ☐ Child Development and Learning ☐ Community Involvement and Resources ☐ Environment and Curriculum  
☐ Health, Safety, and Nutrition ☐ Management and Administration ☐ Observation and Assessment  
☐ Professionalism ☐ Promoting Social-Emotional Development ☐ Working with Families

What kind of TA did you provide?

- ☐ Consultation ☐ Coaching ☐ Direct Instruction  
☐ Discussion of QIP/Program Goals ☐ ERS Feedback ☐ Mentoring  
☐ Modeling ☐ Classroom Observation and Debriefing ☐ On-boarding Environment Scan Feedback  
☐ On-boarding Environment Scan ☐ Other ☐ Professional Development  
☐ Progress Monitoring ☐ Technical Assistance

If you provided "Other" TA, please briefly explain below.

Standards addressed this visit:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> (FC1) Welcome                             | <input type="checkbox"/> (FC2) Correspondence: 0-36 months                 | <input type="checkbox"/> (FC2) Correspondence: 37 months and up          |
| <input type="checkbox"/> (FC3) Conferences                         | <input type="checkbox"/> (FS1a) Accommodations                             | <input type="checkbox"/> (FS2) Information Gathering                     |
| <input type="checkbox"/> (FS3) Events                              | <input type="checkbox"/> (FS4a) Transitions: Into the Program              | <input type="checkbox"/> (FS4a) Transitions: Within the Program          |
| <input type="checkbox"/> (FS4a) Transitions: Out of the Program    | <input type="checkbox"/> (FP1) Schools                                     | <input type="checkbox"/> (FP2) Community-Based Agencies                  |
| <input type="checkbox"/> (QE1) Qualifications                      | <input type="checkbox"/> (QE2) Career Lattice                              | <input type="checkbox"/> (QE3) Credentials: 1 Staff                      |
| <input type="checkbox"/> (QE3) Credentials: 25% Staff              | <input type="checkbox"/> (QE4) Career Planning: 50% at Step 4              | <input type="checkbox"/> (QE4) Career Planning: 30% at Step 7            |
| <input type="checkbox"/> (QE4) Career Planning: 20% at Step 8      | <input type="checkbox"/> (QE5) Professional Development: Step 7 or above   | <input type="checkbox"/> (QE5) Professional Development: Step 8 or above |
| <input type="checkbox"/> (QT1) Training Hours: Half                | <input type="checkbox"/> (QT1) Training Hours: Three-Quarters              | <input type="checkbox"/> (QT2) Staff Evaluation: Annual Evaluation       |
| <input type="checkbox"/> (QT2) Staff Evaluation: Evaluation System | <input type="checkbox"/> (QT3) Professional Development Needs              | <input type="checkbox"/> (MP1) Planning Time: Every 2 weeks              |
| <input type="checkbox"/> (MP1) Planning Time: Weekly               | <input type="checkbox"/> (MO1) Risk Management                             | <input type="checkbox"/> (MO2) Benefits: Two                             |
| <input type="checkbox"/> (MO2) Benefits: Three or more             | <input type="checkbox"/> (MO3) Staff Meetings: Quarterly                   | <input type="checkbox"/> (MO3) Staff Meetings: Monthly                   |
| <input type="checkbox"/> (MO4) Retention: 75%                      | <input type="checkbox"/> (MO4) Retention: 70%                              | <input type="checkbox"/> (MO4) Retention: 65%                            |
| <input type="checkbox"/> (MO5) Staff Access: Facilities            | <input type="checkbox"/> (MO5) Staff Access: Administrative Computer       | <input type="checkbox"/> (MO5) Staff Access: Staff Computer              |
| <input type="checkbox"/> (MF1) Fiscal Management: Operating Budget | <input type="checkbox"/> (MF1) Fiscal Management: Budget Review and Adjust | <input type="checkbox"/> (L0) ERS Assessment SLD 3                       |





# Example 1: Internal Reporting

## Monthly Report

- Individual TA-level

## Quarterly Report

- Unit-level, Program Experience



# Sample Database Report: Monthly Contact Hours, by TA

Type	License	Program	SLD	TA	Contact	Hours	Mode	Notes
ECE	ABC	ABC SCHOOL	5	XX	5/1/2018	2.50	On Site	TA and director met to discuss building modifications (per director request). Specifically, windows to outdoors in each classroom; 2 surfaces outdoors; outdoor area for infants, diaper changers facing classroom; bathrooms in each classroom; fencing; gross motor activities; meeting space; ventilation; low shelving in younger rooms etc. Used ITES and ECERS as starting point, reviewed impact of space on activities. Director will next discuss these ideas for modifications with other staff members.
ECE	DEFG	DEFG SCHOOL	4	XX	5/14/2018	0.25	Phone	Ta called program to discuss SL reverification results. Program will be SL5! Congrats to program, brief discussion of classroom ERS scores and standards report. Director and TA will meet together onsite at program in 1 week to discuss next steps and to go through reports.



# Sample Monthly Report: TA Contact Hours, by TA

## TA-Program Weekly Contact

TA	<u>Week 1</u> April 29 – May 5	<u>Week 2</u> May 6 – May 12	<u>Week 3</u> May 13 – May 19	<u>Week 4</u> May 20 – May 26
X	<b>18.08</b>	3.58	11.00	<b>16.50</b>
X	11.33	1.58	5.75	1.25
X	<b>16.17</b>	12.09	<b>23.00</b>	0
X	14.75	11.17	14.50	2.00
X	<b>16.24</b>	13.32	<b>18.25</b>	3.92
X	<b>15.00</b>	6.25	<b>21.75</b>	3.00

\*This table includes the contact hours for each TA, for each week during the month. The expectation is that TAs are in contact with programs **15+ hours per week**. **Bolded** numbers indicate where the expectation was met.

# Sample Monthly Report: Mode of TA-Program Contact, by TA

TA	Onsite	Phone	Multiple Program/ Site Meeting	PD with TA	Other	TOTAL Contact Hours	<i>Cancelled On-Site Visit Hours</i>
X	47.49	1.67	0	0	0	49.16	19.00
X	17.41	0	2.50	0	0	19.91	0
X	50.51	.75	0	0	0	51.26	7.67
X	40.92	1.50	0	0	0	42.42	0
X	51.73	0	0	0	0	51.73	9.50
X	42.33	1.67	2.00	0	0	46.00	5.00

\*This table displays the breakdown of each TA's total contact hours by method of contact.

# Sample Quarterly Report: TA Unit Contact, by Program

Program	Enrollment	Star Level	Expiration	Alt. Pathway	Status	General TA contact hours	C&A TA contact hours	I/T TA contact hours	Scheduling attempts	TOTAL TA Contact Hours
ABC Program	37	3	4/24/2019		Active	6.50	0	5.67	0	12.17
DEFG Program	116	5	8/17/2018	NAEYC	Maintain	1.50	0	0	0	1.50
HIJK Program	65	4	3/22/2019		Active	0	0	0	1	0
LMNO Family Provider	4	5	2/18/2020		Active	4.25	2.00	0	2	6.25

# Framework for TA Accountability



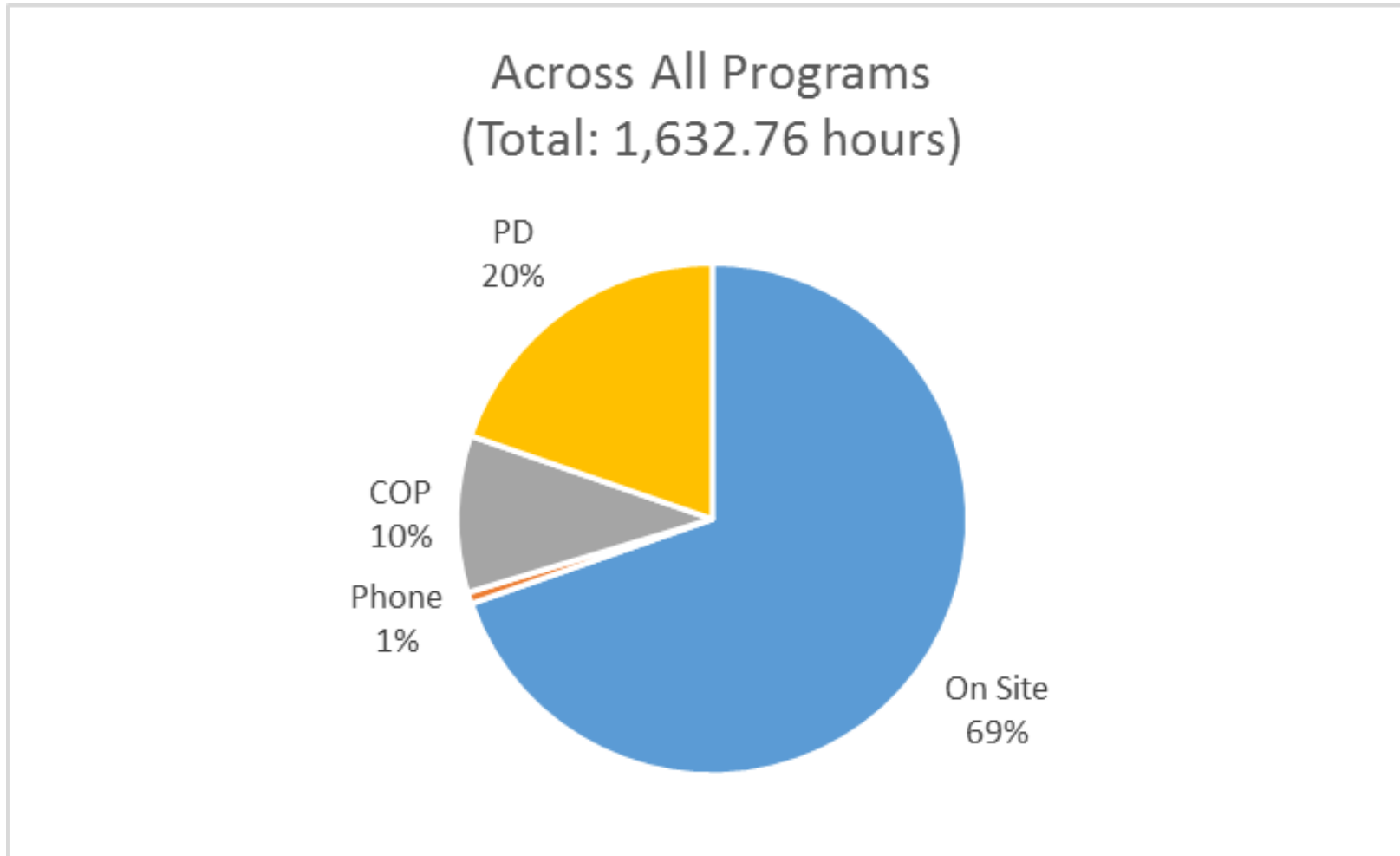
## Example 2: Implementation of Child Assessment TA

- What is the quantity and type of TA provided to programs participating in the C&A pilot?
- What are the key tasks that TAs focus on while in the field?
- *Taken together, how might these findings inform a statewide roll-out of TA focused on child assessment?*



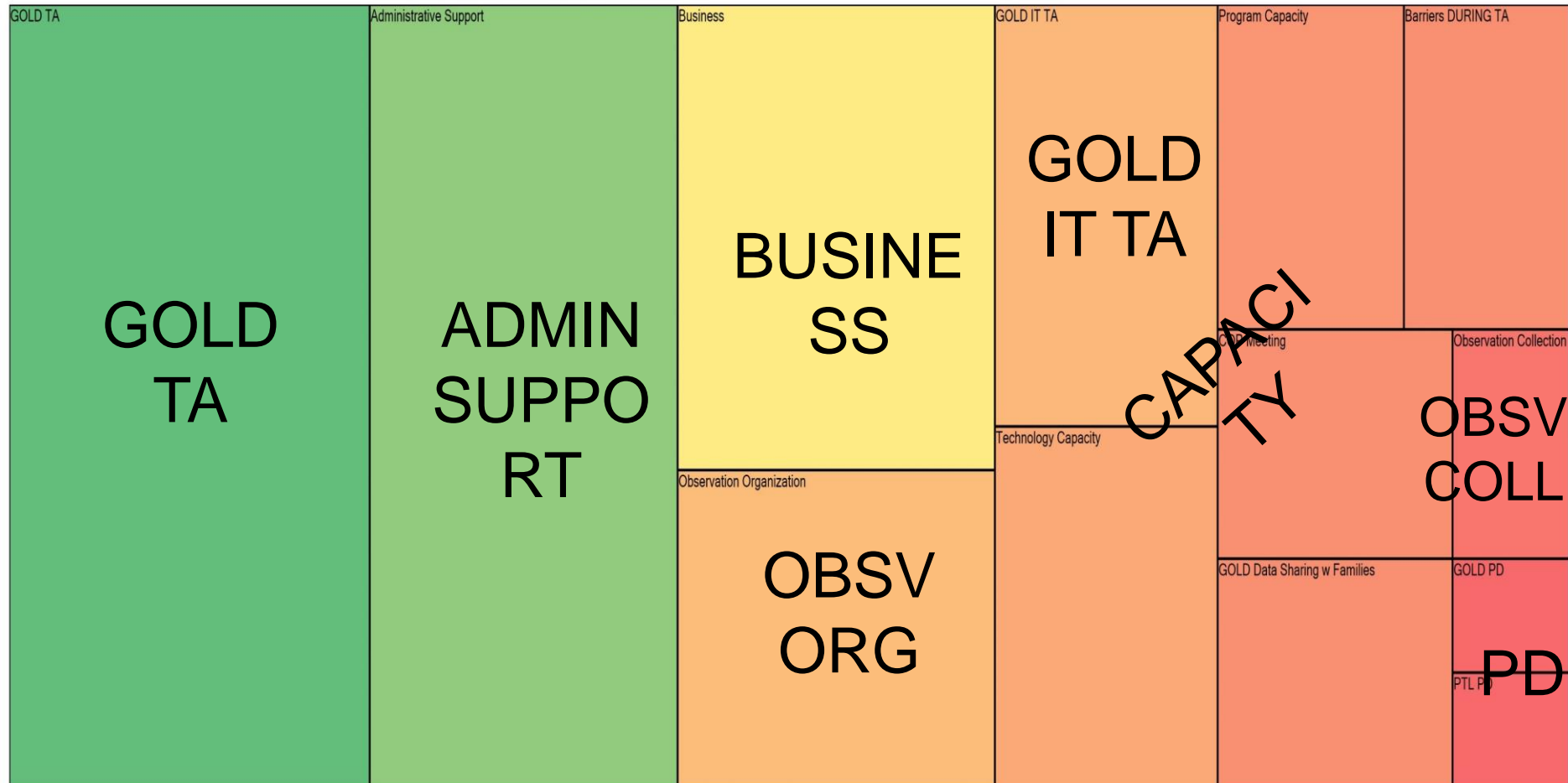


# TA by Delivery Mode



# TA by Type: Sample ECE Program I

Nodes compared by number of coding references



## What Did the TA Data Tell Us?

- Common categories of activities across TAs and programs
- Programs could be categorized according to their content and support needs





# Pilot Data Informed Statewide Roll-Out

- Modification of “entry” into specialized TA initiative
- Modification of the “who” at the program level (e.g. admin)
- Creation of needed tools based on high intensity categories (e.g. technology)



# Practice Profile A

Focus	Characteristics	Sample Menu Items
Initiating the use of TS GOLD, starting to document observations made regarding children's development	<ul style="list-style-type: none"><li>-have taken Polishing/Power and TS GOLD PD workshops</li><li>-have no access to the online TS GOLD system or haven't requested access</li><li>-not have technology</li><li>-have no system in place for observing and/or documenting children's progress</li></ul>	<ul style="list-style-type: none"><li>-Gaining access to online TS GOLD</li><li>-TS GOLD online Basic Course</li><li>-PD workshops:<ul style="list-style-type: none"><li>-Polishing</li><li>-Power</li><li>-GOLD</li></ul></li><li>-Staff meeting ideas/support</li><li>-System for observing/documenting</li><li>-GOLD Help section (Quick Start Guides)</li><li>-Tools:<ul style="list-style-type: none"><li>-Color Band Book</li><li>-Coaching Tool</li><li>-Technology Steps Tool</li></ul></li></ul>

# Practice Profile B

Focus	Characteristics	Sample Menu Items
Improved observation/ documentation system, increased frequency of observations/ documentation	<ul style="list-style-type: none"><li>-have accessed TS GOLD and entered teachers and children</li><li>-have been completing observations and documenting children's progress at least monthly</li><li>-have higher numbers of staff who have attended the assessment workshops</li><li>-have completed a TS GOLD checkpoint</li></ul>	<ul style="list-style-type: none"><li>-TS GOLD online Basic Course</li><li>-PD workshops:<ul style="list-style-type: none"><li>-Polishing, Power, GOLD</li></ul></li><li>-Staff meeting ideas/support</li><li>-System for observing/documenting</li><li>-GOLD Help section (Quick Start Guides)</li><li>-Tools:<ul style="list-style-type: none"><li>-Color Band Book</li><li>-Technology Steps Tool</li><li>-Where Can I Collect GOLD Data</li></ul></li><li>-Sample Classroom Data Collection Schedule</li><li>-Classroom Visits</li><li>-Internal GOLD Tools:<ul style="list-style-type: none"><li>-OTS</li><li>-App</li><li>-Documentation by Objective/Dimension Chart</li></ul></li><li>-Activities</li></ul>

# Practice Profile C

Focus	Characteristics	Sample Menu Items
Enhanced implementation of TS GOLD, the Assessment Cycle	<ul style="list-style-type: none"><li>-conduct on-going observations and/or complete objective observations</li><li>-have documentation that links directly to specific TS GOLD objectives and dimensions</li><li>-be ready to access/have accessed TS GOLD reports</li><li>-link activities in TS GOLD to specific children</li><li>-have completed a TS GOLD checkpoint</li><li>-be ready to implement the Assessment Cycle</li></ul>	<ul style="list-style-type: none"><li>-TS GOLD online Basic Course</li><li>-TS GOLD Interrater Reliability</li><li>-PD workshops:<ul style="list-style-type: none"><li>-Polishing, Power, GOLD</li><li>-Advanced Assessment</li></ul></li><li>-GOLD Help section</li><li>-Tools:<ul style="list-style-type: none"><li>-Color Band Book</li><li>-Technology Steps Tool</li></ul></li><li>-Internal GOLD Tools:<ul style="list-style-type: none"><li>-OTS</li><li>-App</li><li>-Documentation by Objective/Dimension Chart</li><li>-Activities</li></ul></li><li>-TS GOLD Reports</li><li>-Family Section of TS GOLD</li></ul>

# Final Thoughts

- Build staff will and motivation to input and use data
- Integrate use of routine data into supervision practice
- Identify relevant questions – for staff and state- to guide data collection and use
- Present data in consumable ways