



Highlights from the Quality Compendium: State QIS Revisions and Equity Approaches

March 10, 2022



Agenda

1. About the Quality Compendium
2. Michigan: Great Start to Quality
3. Idaho: Steps to Quality
4. Discussion

Panelists



Debi Mathias
Director of the ECE
Quality Improvement
National Learning
Network
BUILD Initiative



Phoebe Harris
Research Analyst
Child Trends



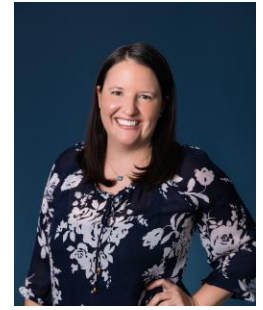
Holly Keaton
Senior Research
Assistant
Child Trends



Christy Opsommer
Director of Systems
*Early Childhood
Investment Corporation*



Malia Woessner
Idaho AEYC Leadership
Director
IdahoSTARS Project



Chelsea Krema
Equity Coordinator
IdahoSTARS Project

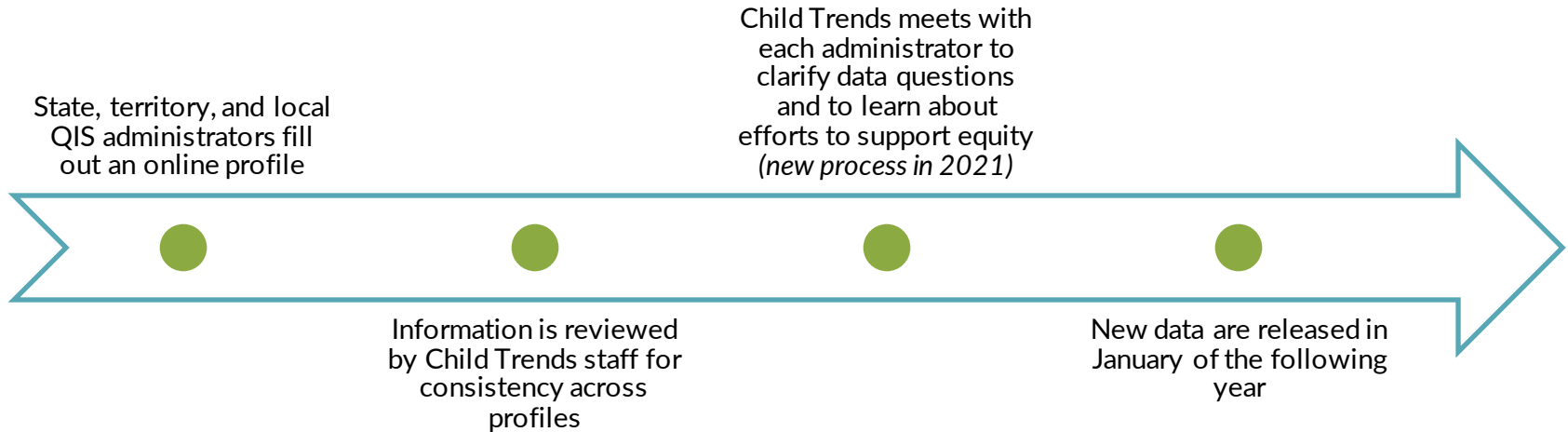
About the Quality Compendium



Purpose of the Quality Compendium

- Serve as a resource with up-to-date information about 45 quality improvement systems
- Capture shifts in the field over time
- Help administrators identify promising practices
- Serves as a resource for researchers, program, community and state leaders, policy and advocacy leaders

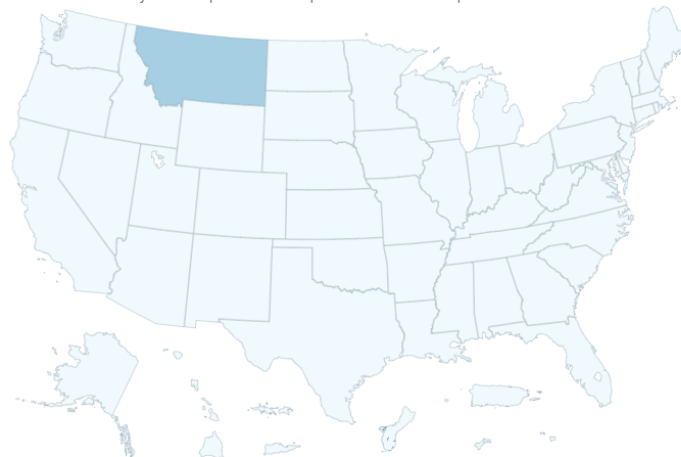
Bi-Annual Data Collection Process



Information available on the Quality Compendium

View State Profiles

Select a state or locality on the map or from the dropdown to view available profiles for that state.



Select State

MONTANA

Best Beginnings STARS to Quality

[Program Website](#)

Best Beginnings STARS to Quality is Montana's statewide Quality Rating and Improvement System that began in 2010. Licensed center-based, family and group child care, and Head Start programs can apply. The system is composed of five levels that are arranged in a block rating structure. Programs are rated based on the following five categories: 1) Education, 2) Qualifications and Training, 3) Staff/ Caregiver-to-Child Ratio & Group Size, 4) Family/ Community Partnership, and 5) Leadership & Program Management.

[VIEW FULL STATE PROFILE](#)

Profile Report

Program Information	Participation	Rating	Funding	Financial Incentives	Technical Assistance	Observational Tools	Evaluation
Public Awareness	Data Systems	Indicators-Center	Indicators-FCC	Links			

BEST BEGINNINGS STARS TO QUALITY

MT

Program Information

QIS name	Best Beginnings STARS to Quality
Date profile last updated	December 08, 2021
About this QIS	Best Beginnings STARS to Quality is Montana's statewide Quality Rating and Improvement System that began in 2010. Licensed center-based, family and group child care, and Head Start programs can apply. The system is composed of five levels that are arranged in a block rating structure. Programs are rated based on the following five categories: 1) Education, 2) Qualifications and Training, 3) Staff/ Caregiver-to-Child Ratio & Group Size, 4) Family/ Community Partnership, and 5) Leadership & Program Management.
Goals and mission	<p>The Montana Quality Rating Improvement System (QRIS) was developed to do the following:</p> <ul style="list-style-type: none">~Raise the quality of child care in Montana;~Increase the number of children in high-quality child care settings;~Enhance workforce development. <p>The Best Beginnings STARS to Quality Program is a voluntary quality rating improvement system that aligns quality indicators with support and incentives for early childhood programs and professionals.</p> <p>The Mission of Best Beginnings STARS to Quality is to support high quality early care and education programs for child care and education through a quality rating and improvement system that strengthens programs and practitioners with continuous improvement strategies, and assists families to make informed decisions.</p> <p>The vision of Best Beginnings STARS to Quality is to support early childhood education programs in continuous quality improvement.</p>

Create a Report

SELECT THE STATES/LOCALITIES AND DATA ELEMENTS TO INCLUDE IN YOUR REPORT

You may select up to three states/localities to compare.

If you would like to compare more than three states/localities, your data will be available for download as a spreadsheet, however, we recommend using the [master data files](#).

States/Localities	Program Information	Participation	Rating	Funding	Financial Incentives	Technical Assistance	Observational Tools
Evaluation	Public Awareness	Data Systems	Indicators-Center	Indicators-FCC	Links		

Alaska

- Learn & Grow

Arkansas

- Better Beginnings

Arizona

- Quality First

California

- Quality Counts California (QCC)

Colorado

- Colorado Shines Quality Rating and Improvement System

District of Columbia

- Capital Quality

Iowa

- Iowa's Quality Rating System

Idaho

- Steps to Quality

Illinois

- ExceleRate Illinois

Indiana

- Paths to Quality

Kentucky

- Kentucky All STARS

Louisiana

- Louisiana's Unified Statewide Early Childhood Quality Rating and

Minnesota

- Parent Aware

Montana

- Best Beginnings STARS to Quality

North Carolina

- Star Rated License System

North Dakota

- Bright & Early North Dakota

Nebraska

- Step Up to Quality

New Hampshire

- New Hampshire QRIS (last updated in 2019)

Oregon

- Spark

Pennsylvania

- Keystone STARS

Rhode Island

- BrightStars

South Carolina

- ABC Quality

Tennessee

- Report Card and Rated Licensing System

Texas

- Texas Rising Star

Create a Report

SELECT THE STATES/LOCALITIES AND DATA ELEMENTS TO INCLUDE IN YOUR REPORT

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States/Localities	Program Information	Participation	Rating	Funding	Financial Incentives	Technical Assistance	Observational Tools
Evaluation	Public Awareness	Data Systems	Indicators-Center	Indicators-FCC	Links		

SELECT ALL FROM PROGRAM INFORMATION

- | | |
|--|--|
| <input type="checkbox"/> QIS name | <input type="checkbox"/> Mental health focus |
| <input type="checkbox"/> Date profile last updated | <input type="checkbox"/> Theory of change |
| <input type="checkbox"/> About this QIS | <input type="checkbox"/> Overall management |
| <input type="checkbox"/> Goals and mission | <input type="checkbox"/> Information about major revisions to the QIS |
| <input type="checkbox"/> State | <input type="checkbox"/> Information about upcoming revisions to the QIS (new) |
| <input type="checkbox"/> Geographic area | <input type="checkbox"/> Pilot |
| <input type="checkbox"/> Service area | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Year the QIS first became operational | <input type="checkbox"/> Other quality initiatives or activities (new) |
| <input type="checkbox"/> Racial equity approach | |

SELECT ALL STATES/LOCALITIES.

SELECT ALL DATA FROM ALL CATEGORIES.

VIEW REPORT

DOWNLOAD A DATA FILE

Master Datasets

Master Datasets

Data Collection Process

Fact Sheets

Suggested Citation

Glossary

This section includes datasets that were created using data from the qualitycompendium.org

QRIScompendium.org Master Data File (2014)

The attached file provides all QRIScompendium.org state data from 2014.

[VIEW](#)

QRIScompendium.org Master Data File (2015)

A spreadsheet of all of the cleaned data from QRIScompendium.org from 2015.

[VIEW](#)

QRIScompendium.org Master Data File (2016)

A spreadsheet of all of the cleaned data from QRIScompendium.org from 2016.

[VIEW](#)

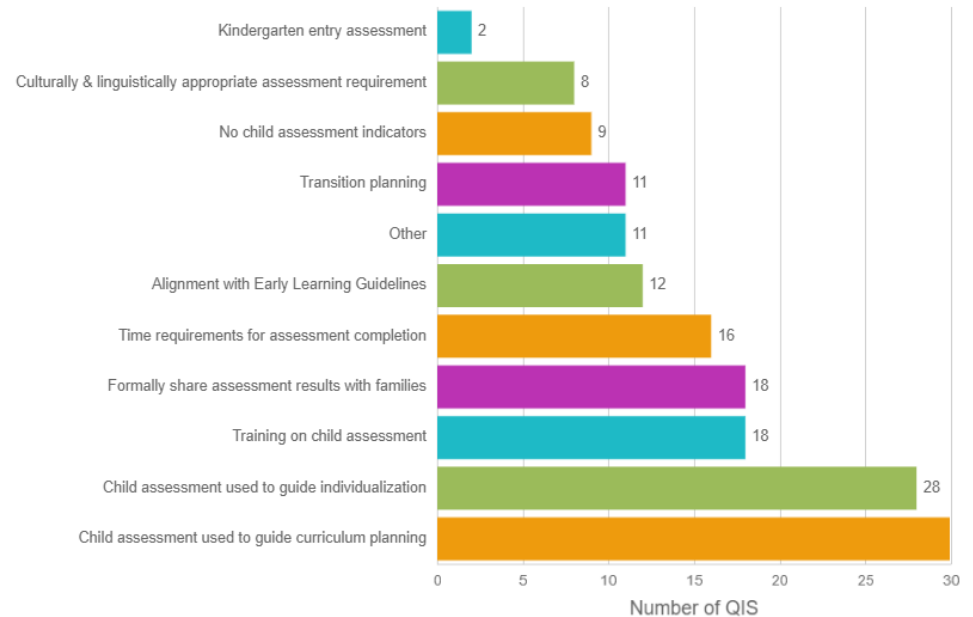
Top Trends

Assessment
Curriculum
Density
Financial incentives
Infants and toddlers
Licensing
Mission and goals
Observational tools
Professional development
Quality improvement system growth
Types of indicators

ASSESSMENT

In 2021, 44 QIS (98%) included indicators for centers and 43 (95%) included indicators for FCCs. Below are two charts that summarize data on assessment, first for centers and then for FCCs. Thirty-seven (84%) QIS include indicators related to assessment for centers and thirty-two (74%) QIS include indicators related to assessment for FCCs in their QIS.

WHAT ARE THE FEATURES OF ASSESSMENT INDICATORS FOR CENTERS?



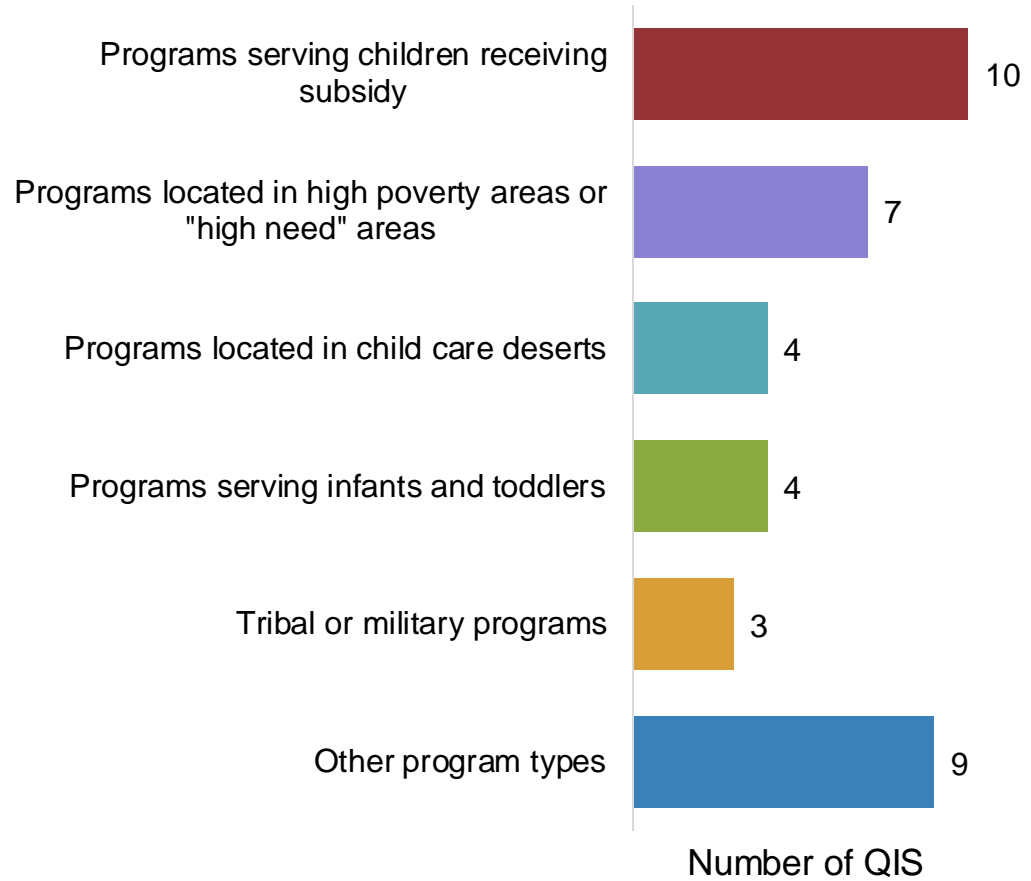
2021 Update & New Data Elements

- **Recruitment and engagement with providers**, including which populations are targeted and the recruitment strategy used
- **Information about upcoming revisions**
- **Information about other quality initiatives** operating within the same geographic area but outside of the quality improvement system
- **Racial equity approach** to recruitment, participation, quality improvement, rating, and any other approaches
- **Eligibility to receive and accessibility to** financial incentives, technical assistance

Data Trends



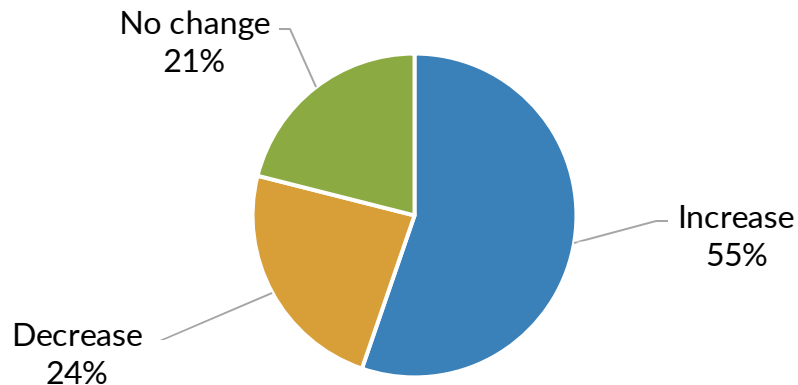
Populations targeted for recruitment (*n* = 22)



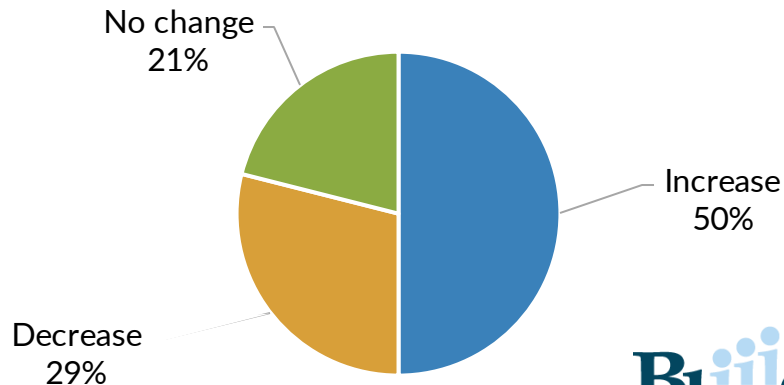
Trends in QIS participation density* between 2019 and 2021

*Participation density: number of rated programs out of the universe of possible participating programs

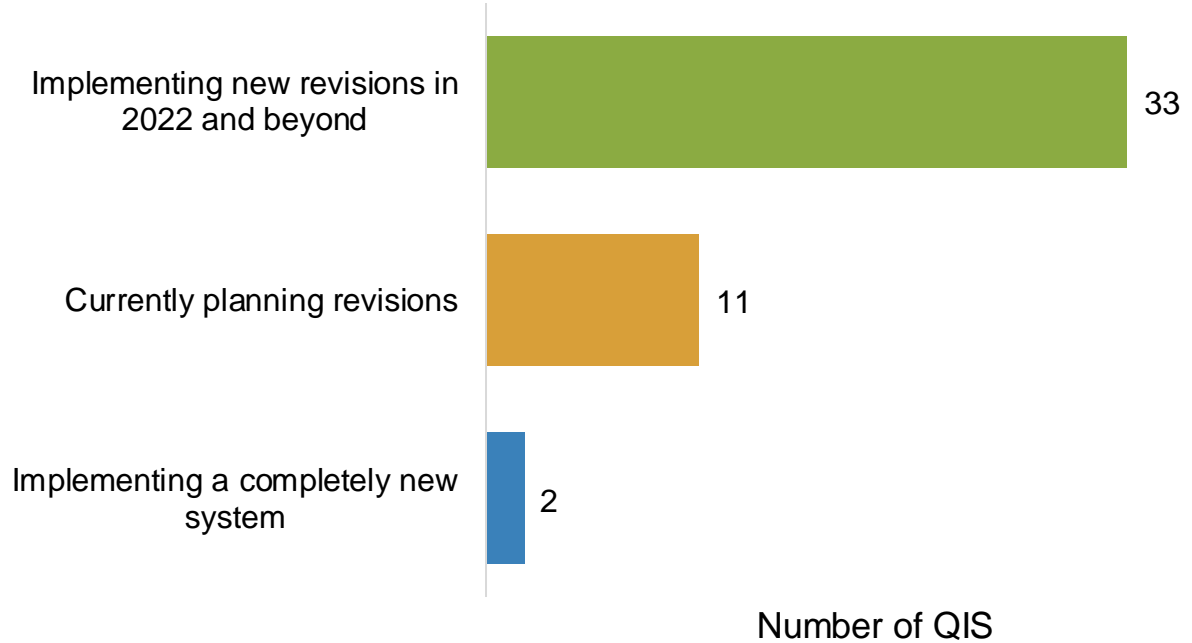
Licensed child care centers
(n = 38 QIS)



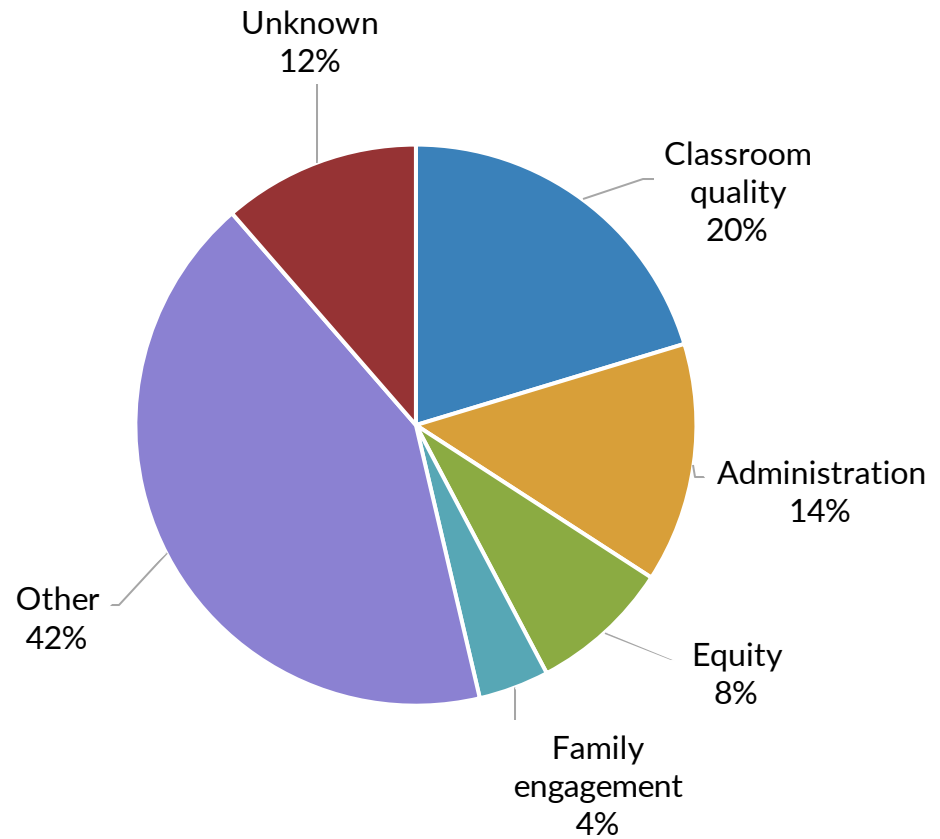
Licensed family child care
(n = 38 QIS)



Trends in upcoming QIS revisions (*n* = 45)



Focus of other quality initiatives (*n* = 123)



Thank you!

Phoebe Harris, pharris@childtrends.org

Holly Keaton, hkeaton@childtrends.org

QualityCompendium.org





Great Start to Quality

Start here for Quality Early Childhood Education

Michigan's Quality Rating and Improvement System

Christy Opsommer
Directors of Systems
Early Childhood Investment Corporation

Background and Participation

- First implementation in 2011, revision in 2014
- For licensed child care, preschool and Out-of-School Time programs
- Led by Michigan Department of Education - Office of Great Start
- Implemented by the Early Childhood Investment Corporation

Process



Great Start to Quality Resource Centers



- Access to professional development
- Great Start to Quality Orientation for license-exempt providers
- Access to quality improvement consultation
- Technical assistance to help providers
- Access to quality improvement resources

Current Inequities

- Access to curriculum, assessment and screening tools
- Languages in which supports are available to providers and families
- Access to technology
- High-stakes scoring, rating and connection to child care subsidy
- Engagement in marginalized communities

Revisions

2018 – Validation study completed

2019 – Advisory Committee
convened

2020 – Feedback from focus groups

Ongoing provider feedback

NOV 2019

2020

2021

2022

FALL 2022

STAKEHOLDERS SHARE FEEDBACK FOR
ADVISORY GROUP CONSIDERATION

ADVISORY COMMITTEE
DEVELOPS RECOMMENDATIONS

COMMUNICATION SENT TO PROVIDERS AND
STAKEHOLDERS ABOUT CHANGES AND IMPROVEMENTS

IMPROVEMENTS PILOTED
WITH VOLUNTEERS

TRAINING IS AVAILABLE FOR PROVIDERS
AND PARTNERS ON ASSESSMENT TOOLS

STARS RATING SYSTEM IS UPDATED TO
INCLUDE IMPROVEMENTS

IMPROVEMENTS
IMPLEMENTED

Improvements

Same

Measures quality

Validation and On-Site Assessment

Process takes less than 90 days

Technical assistance, coaching and consultation provided by Resource Centers or designated program support staff

Two-year expiration

Must be in these licensing statuses:

- Original
- Regular
- 1st Provisional

Results posted for families on program's public profile

Different

Focus on quality improvement rather than ratings

Self-reflection on quality indicators

CLASS and SEL-PQA (OST Only programs) for on-site assessment

No longer an alternate pathway-every program goes through the same process

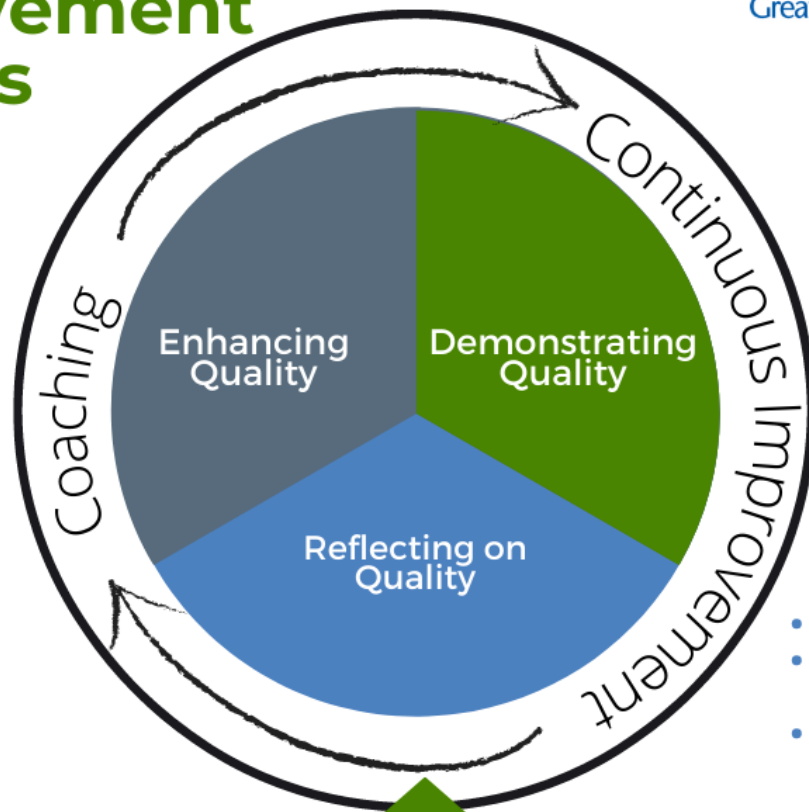
Focus on:

- Quality Improvement Plan
- Aligning with program philosophy
- Equity

Quality Improvement Process



- Quality Improvement Action Items
- Validation



- On-Site Assessment

- Self-Reflection
- Professional Development
- Technical Assistance

Health and Safety

Maintaining Health and Safety Licensing Regulations

Funding from the Office of Great Start within the Michigan Department of Education supports the implementation of Great Start.

Language Changes

Current	Revisions
Quality Rating and Improvement System	Quality Recognition and Improvement System
Action Items	Goals
Self-Assessment Survey	Self-Reflection
Stars	Levels
Rating	Quality Level
On-site Assessment	On-site Observation
Quality Improvement Consultant	Quality Improvement Coach

Compendium Data

- Observation Tools
- Indicators and Language
- Categories
- Equity Measures

Addressing Inequities

- Changing the on-site observation tool
- Addressing language and reading level based on provider's feedback
- Providing translation and interpretation throughout the rating process
- Translating the system interface
- Simplifying system processes

Preparing for Change

- Communication began one year ago
- Full-fledged rebranding and marketing campaign
- Technology system changes
- Input and buy-in from Great Start to Quality Resource Center Staff
- Lots of webinars/training for RC staff and providers

Ongoing Considerations

- Connection to subsidy dollars
- Additional or different tools to support quality improvement
- Feedback as we share more parts and pieces of the newly developed process

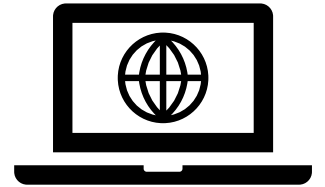
Reach Out

[Greatstarttoquality.org](https://www.greatstarttoquality.org)

Greatstarttoquality@ecic4kids.org

Christy Opsommer

copsommer@ecic4kids.org



Steps to Quality

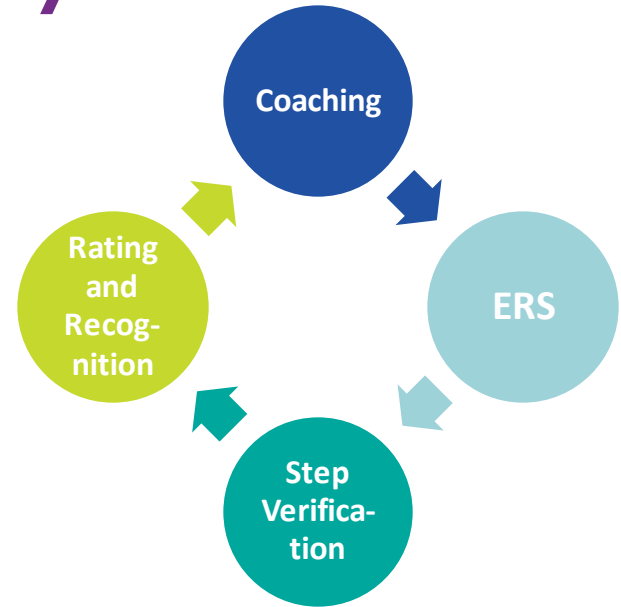
Malia Woessner, Idaho AEYC Leadership Director
for the IdahoSTARS project

Chelsea Krema, Idaho AEYC Equity Coordinator
for the IdahoSTARS project



Overview of Steps to Quality

- Voluntary, 6-step block system
- License and subsidy compliance required (some subsidy exceptions)
- ~ 23% saturation statewide
- Annual CQI cycle
- Step 1: Very basic, annual review conducted in database
- Steps 2-5: Requires annual ERS and verification review with a Verifier
- Step 6: Fast track for accredited and EHS/HS
- 7 regional Child Care Resource Centers (CCRC) provide coaching in business, health & safety, and quality improvement



Compendium's new data element: Racial Equity Approach and STQ

- Racial Equity Approach:
 - Recruitment
 - Participation
 - Quality Improvement
 - Rating
 - *Data
- IdahoSTARS' commitment to equity across all branches of our project
- Chelsea Crema, Equity Coordinator



Equity and Data

- Steps to Quality utilizes an online database to collect provider data on race/ethnicity, language fluency, preferred training language, and preferred business contact language.
- This data is used to evaluate which provider groups are benefiting from our system and which are not.
- This data can help us target our interventions and redesign our system in ways that incorporate racial equity.



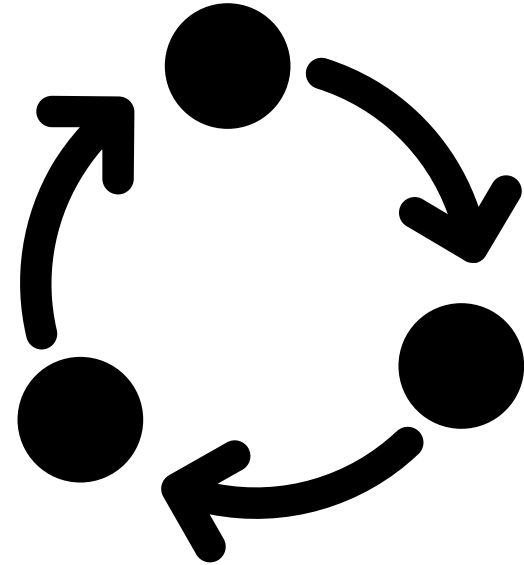
Equity and Recruitment

Targeted, localized recruitment strategies aimed at New American provider recruitment into STQ (including training, materials, and small QRIS cohort group); designed to build relationships and trust with CCRC and Steps to Quality.



Equity and Participation

Steps to Quality is beginning to design feedback loop opportunities with providers. Initial focus on home-based provider interviews and feedback on the structure of Steps to Quality; eventual expansion to incorporating beneficiary voice into all parts of the IdahoSTARS project.



Equity and Quality Improvement



Developed a new quality sub-category focused on Diversity.

- The program supports children's social and cultural identity development as it relates to race, color, religion, sex, income level, national origin, home language, sexual orientation or gender identity and expression



Began a Coaching and Equity group for CCRC Quality Consultants to examine the application of the Pyramid Model's *Equity Coaching Guide*.



Secured a vendor account with an office supply store to pre-purchase technology hardware for programs at Participating and Step 1 in Steps to Quality.

Equity and Rating

Language support questions have been standardized in the program assessment and verification applications, allowing the system to assign interpreter support and translation of assessment and rating documents for programs conducted in languages other than English.



Where STQ is heading...

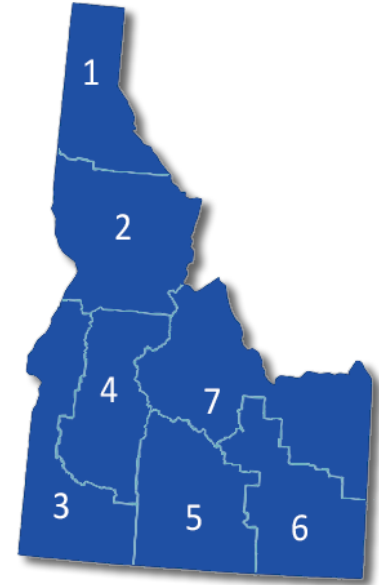
Utilize what we have learned through our Racial Equity Approach activities to improve our system.

Recruitment
Participation
Quality Improvement
Rating
*Data



An Improved System

- Improve the performance of Steps to Quality:
 - Accessible
 - Responsive
 - Improve practice
 - Positive experience for all child care providers in Idaho
- Validation Study, Oct 2020; weekly internal Validation Study Workgroup
- Beneficiary Voice activities, utilizing the expertise of those who use our system to co-create improvements to our system
- No pre-determined timelines or decisions
 - Intentional, relationship-based work
 - Each step determines the next step



Thank you



Malia Woessner mwoessner@idahoaeyp.org

Chelsea Crema ckrema@idahoaeyp.org



www.idahostars.org



Thank you!

QualityCompendium.org

