



Challenges of Capturing Quality of Home--Based Care: Insights from a QRIS Validation Study.



Portland
State
UNIVERSITY

Shannon T. Lipscomb, Ph.D., *Oregon State University-Cascades*

Roberta B. Weber, Ph.D., *Oregon State University*

Beth L. Green, Ph.D., & Lindsey B. Patterson, Ph.D.,
Portland State University

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Today's Presentation

1. Describe Oregon Validation Study
2. Explore what was learned about using CLASS to measure quality in Family Child Care
3. Explore correlations of observational and non-observational measures.

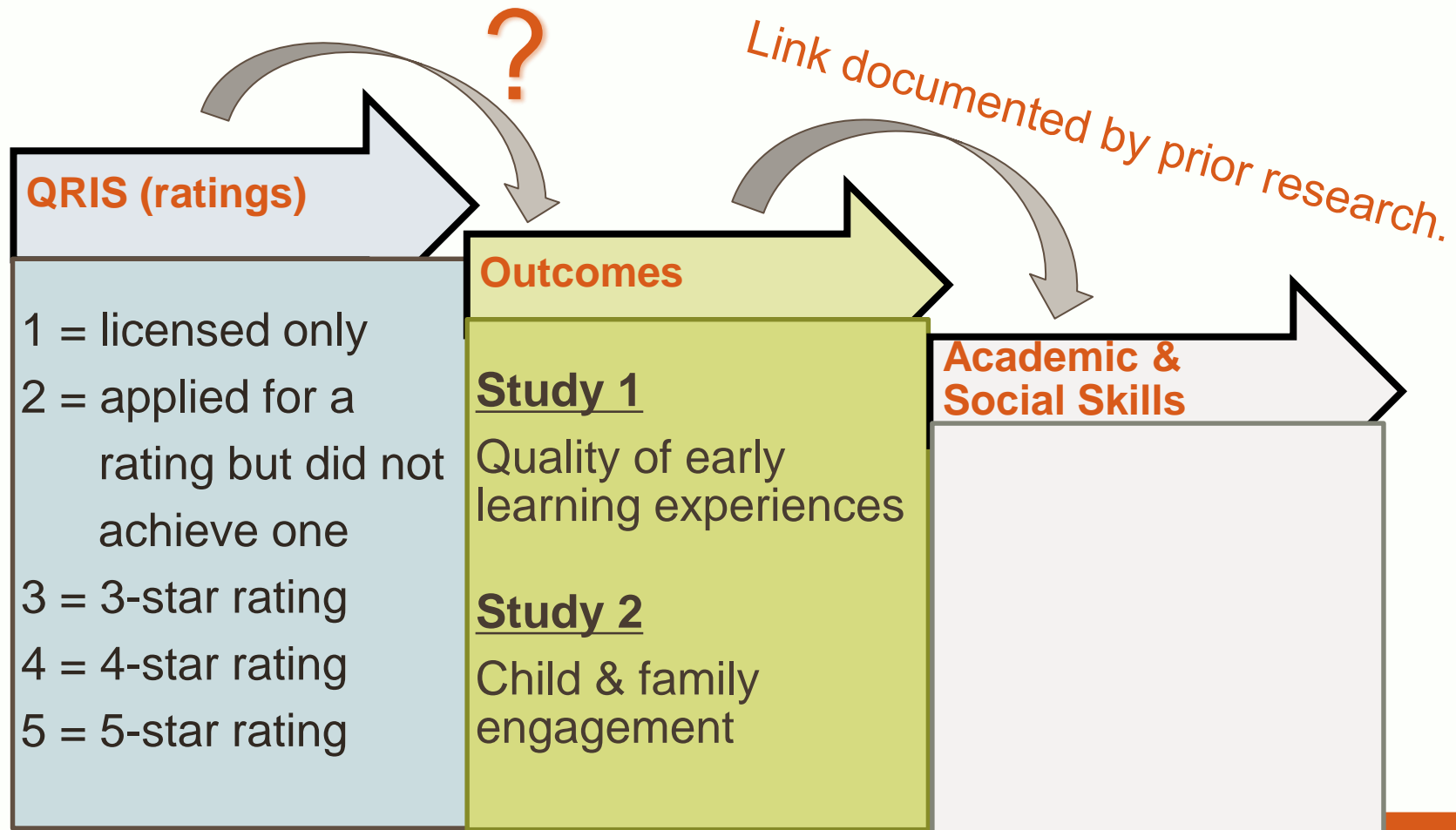


About Oregon QRIS Validation Study

Validation Study Purpose

- Ask how well ratings measure quality or outcomes related to quality
- Inform continuous improvement of QRIS

Logic of Two Studies



Data

Both Studies

- QRIS rating data
- Oregon Registry Online
- Structural Indicators of Quality

Study 1 (complete)

- **Quality of children's early learning experiences**
observations of adult-child interactions (Classroom Assessment Scoring System; CLASS)

Study 2 (in-process)

- **Family engagement**
Surveys of relationships between families and providers/teachers (Family Teacher Provider Relationship Quality)
- **Child engagement**
Observations of individual children (Individualized Classroom Assessment Scoring System; inCLASS)

Study 1 Measures

Classroom Assessment Scoring System (CLASS):

PreK, Toddler, and Combined (mixed ages)

Domains: Emotional, Organizational (except toddler), Instructional

QRIS rating data: overall ratings, and ratings for each standard

Oregon Registry Online: more detailed measures of personnel education & training

Structural Indicators of Quality: Five quality measures created for all regulated facilities using administrative data

Participants: Study 1

304 Programs

Small Family Child Care	Large Family Child Care	Certified Centers
63 (21%)	92 (30%)	149 (49%)

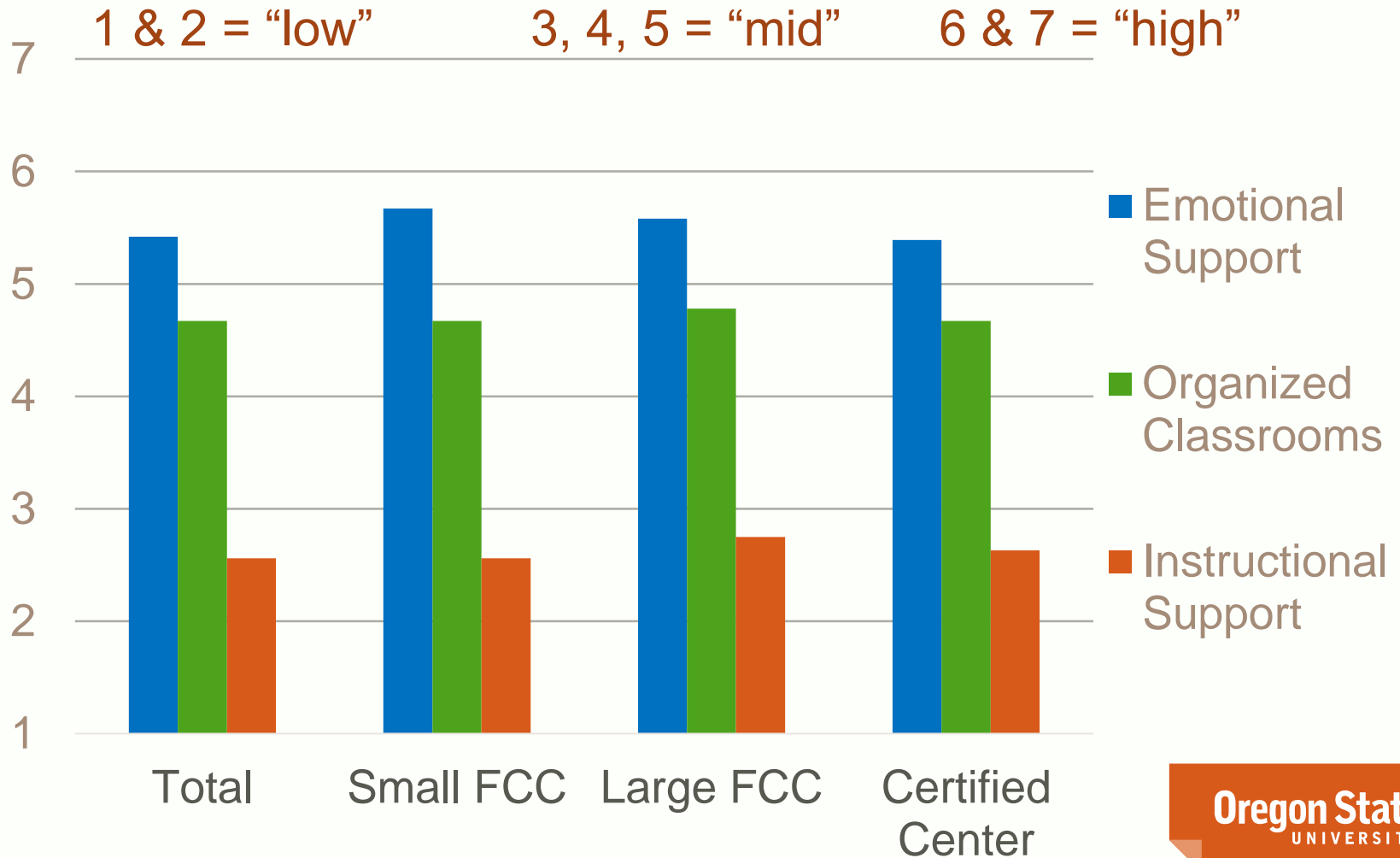
81% participating in QRIS; 19% Level 1 (comparison group)

1,084 Providers

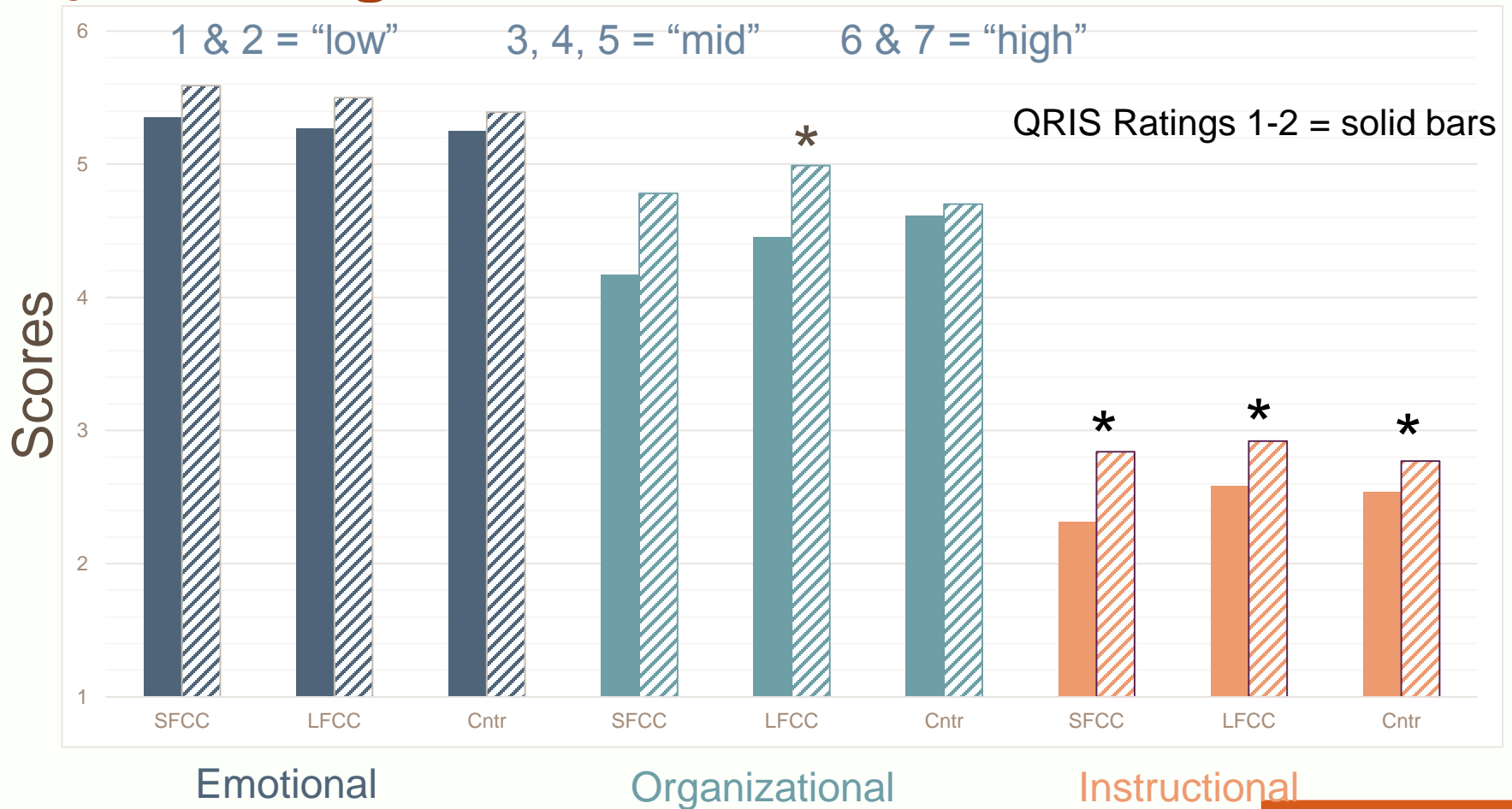
- 79% White, 12% Hispanic, 5% Asian, 3% Black, 2% American Indian, 1% Hawaiian, and 2% other
- **Primary language:** 84% English; 6% Spanish; 5% other

Findings from study one

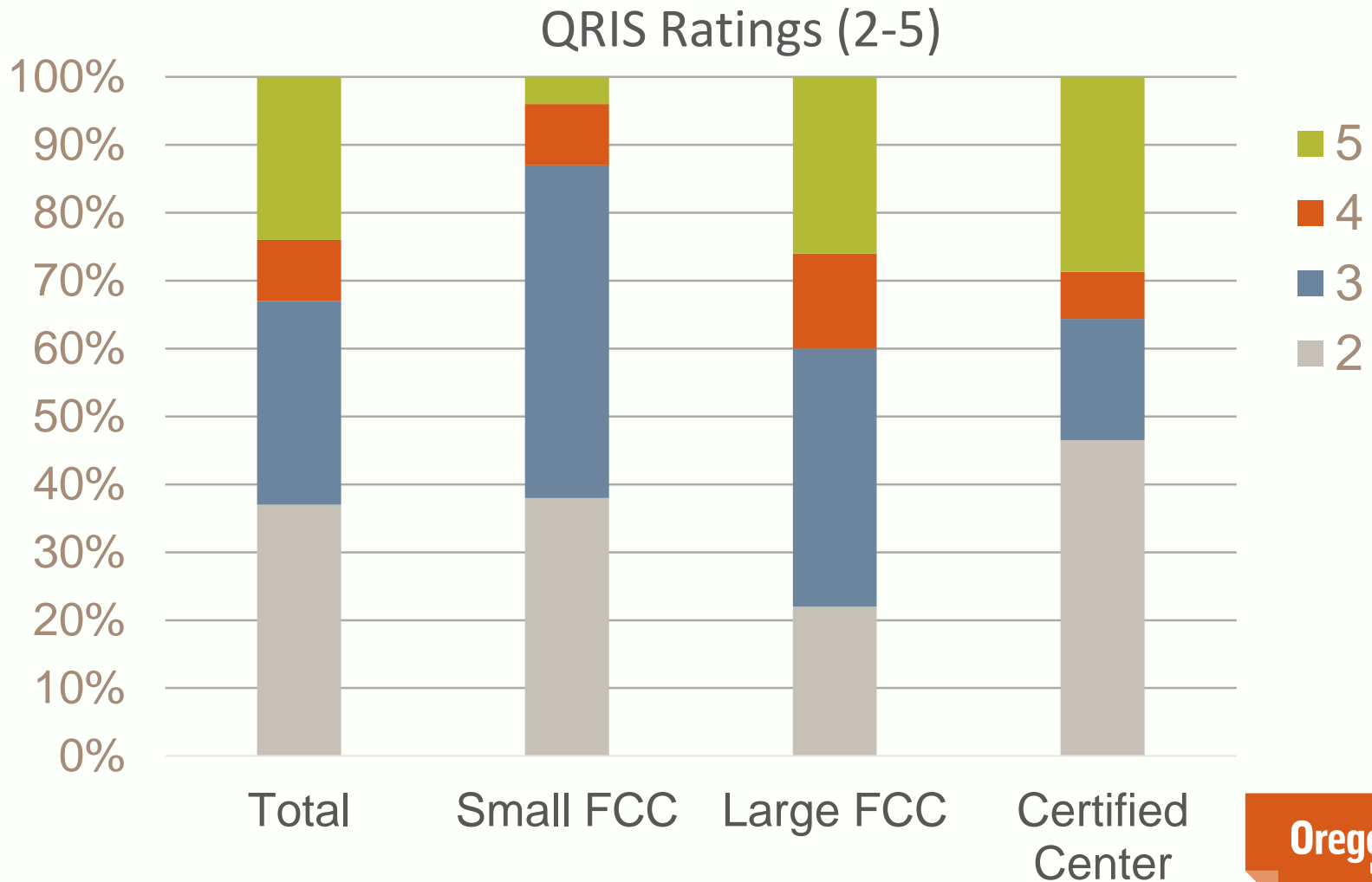
Overall Quality (CLASS) Scores



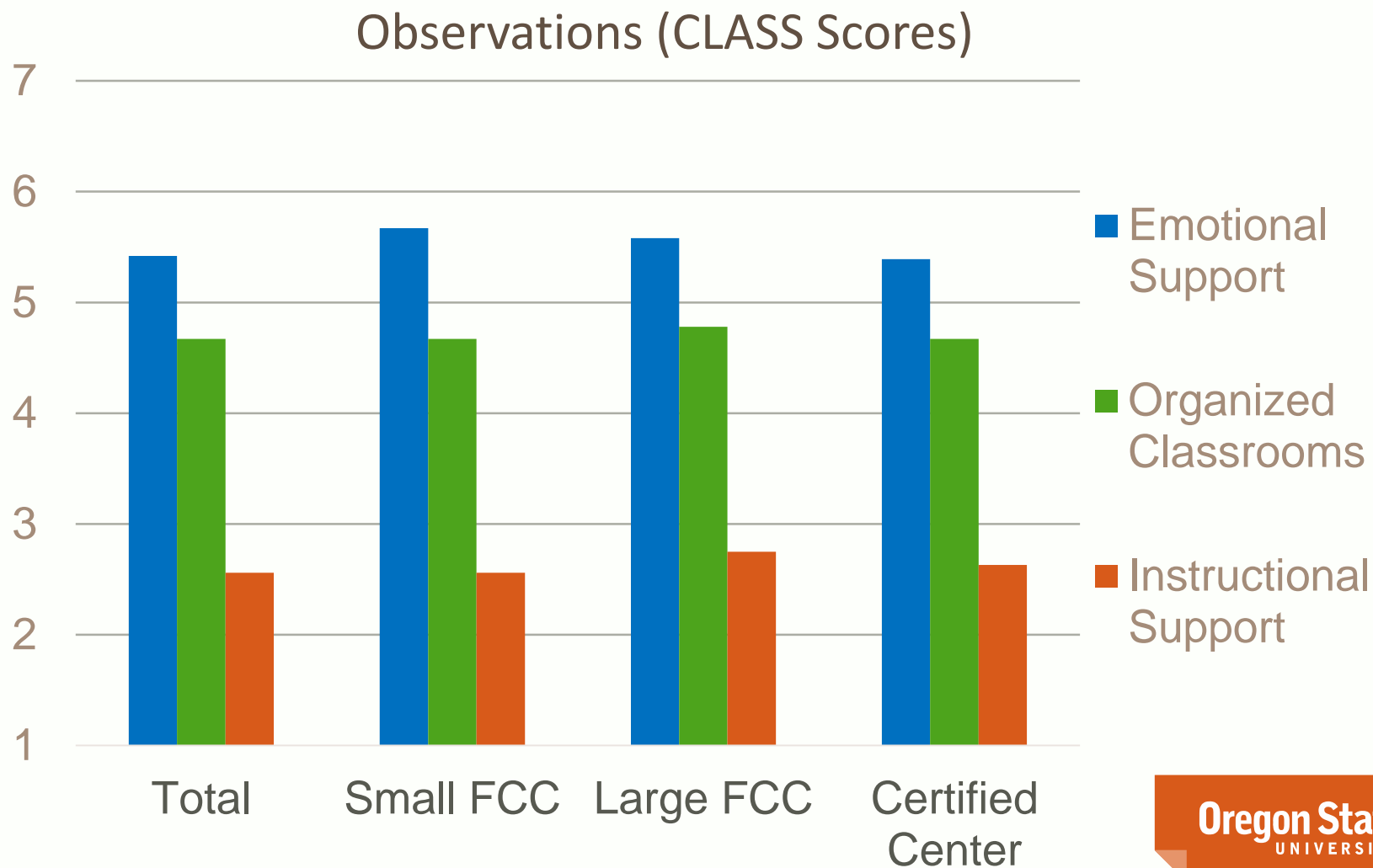
Found Some Significant Associations between QRIS Ratings and CLASS Scores



Small Family Child Care Appear Lower Quality on the QRIS ...



but not in Observations of Adult-Child Interactions.



Findings from Comparison of QRIS Ratings and CLASS Scores

- QRIS ratings (1-2 vs 3-5) are modest-to-moderately linked with CLASS scores.
 - Most evidence for Instructional Support.
 - Fairly consistent across centers & family providers.
- Small home-based programs provided similar quality adult-child interactions as other types of programs, on average, yet their QRIS ratings were lower.

Examined Multiple Measures of Personnel Quality

- High policy interest in association of personnel qualifications and quality
- Oregon has data on all persons working in regulated child care facilities, Oregon Registry Online (ORO)

Study Included Three Distinct Sets of Personnel Quality Measures –All Built from ORO

- QRIS Personnel Quality ratings
- Structural Indicators of Quality
 - Only dataset that included level 1 providers
- VS Team Created Using Oregon Registry Online

Provider Qualifications: Correlations of CLASS Scores with QRIS Ratings, ORO Measures, and Structural Indicators

Measure	Large Family Child Care	Small Home Based
QRIS Provider Qualification	IS ⁺ , OC	--
ORO Provider Qualification-Step	IS, OC	--
SI Provider Qualifications-- Education	ES, IS, OC	--
SI Provider Qualifications--Step =>9 (8 for Sm HBCC)	ES, IS, OC	IS ⁺

Assistant Qualifications: Correlations of CLASS Scores with QRIS Ratings, ORO Measures, and Structural Indicators

Measure	Large FCC	Small FCC
QRIS Assistant Qualification	OC	NA
ORO Assistant Qualification	OC	NA
SI Assistant Qualifications-- Education	--	NA
SI Assistant Qualifications--Step =>5	IS, OC	NA

Training: Correlations of CLASS Scores with QRIS Ratings, ORO Measures, and Structural Indicators

Measure	Large Family Child Care	Small Family Child Care
QRIS Staff Training	IS ⁺ , OC	--
ORO Staff Training	IS, OC ⁺	ES, IS ⁺ , OC
SI Training Hours % => 20 hrs	ES	OC

Retention and Accreditation: Correlations between CLASS Scores and **Structural Indicators**

Measure	Large Family Child Care	Small Family Child Care
Retention	--	OC
Accreditation	--	--

Findings from Comparison of Class Scores and Other Measures

- Modest to moderate correlations between CLASS scores and other quality measures:
 - Strengthen finding that personnel qualifications are associated with adult-child interactions.
 - Provide evidence that these non-observational measures are indicators of quality.
- Training emerges as important for small family child care training.
- Finding that retention correlated with Organized Classroom adds to conversation about value of experience.

Structural Indicators of Quality and QRIS Ratings

- QRIS rating based on portfolio
 - Overall rating based on scores for standards within each domain
 - Available for programs that voluntarily participate
- Structural Indicators of Quality based on ORO and other administrative data
 - No overall score
 - Available for all regulated programs
 - Value for each of five quality indicators

Correlation of QRIS Ratings & Structural Indicators

Structural Indicator	Large FCC	Small FCC
Provider Education	.38***	.23⁺
Provider Registry Step =>9 (8 for Sm FCC)	.67***	.62***
Assistant Some College/Degree	.22	NA
Assistant Step=>5	.46***	NA
Staff Training=> 20 hours	.31**	.68***
Retention	.09	-.03
Accreditation	.34**	.08

Reflections on Correlations between SI Measures and Final QRIS Rating

- What is of interest is that measures constructed on all regulated programs using administrative data are so highly correlated with QRIS ratings based on portfolio

Limitations

- Relatively small number of small family child care homes in study limited ability to find significant differences that may have existed
- Limited research on Toddler and Combined CLASS

References

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