

QRIS Program Participation & Movement...

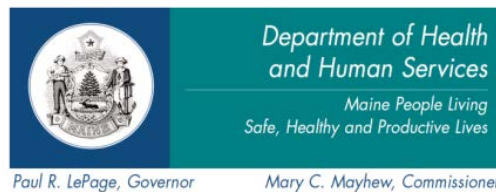
- **Composting with Data**
- **Design Matters**



- **Policy to Nurture QRIS Growth**



Quality for ME Evaluation Report: Monitoring Program Enrollments and Movement





Thanks to...

ECE Professionals and Stakeholders

ME & US DHHS Leadership, Funding

Quality for ME - QRIS

- **Started in 2008**
- **Comprised of **four** step levels**
- **Tiered Re-imbursement**
- **A “building block” type of system**
- **Encompasses **eight** Standards of Care**
- **Standards **specific to the type** of care setting**

**Enrolled in
QRIS**

**Not Enrolled
in QRIS**

**50%+ of all
Eligible are
Enrolled...**

Center

471

231

Family

578

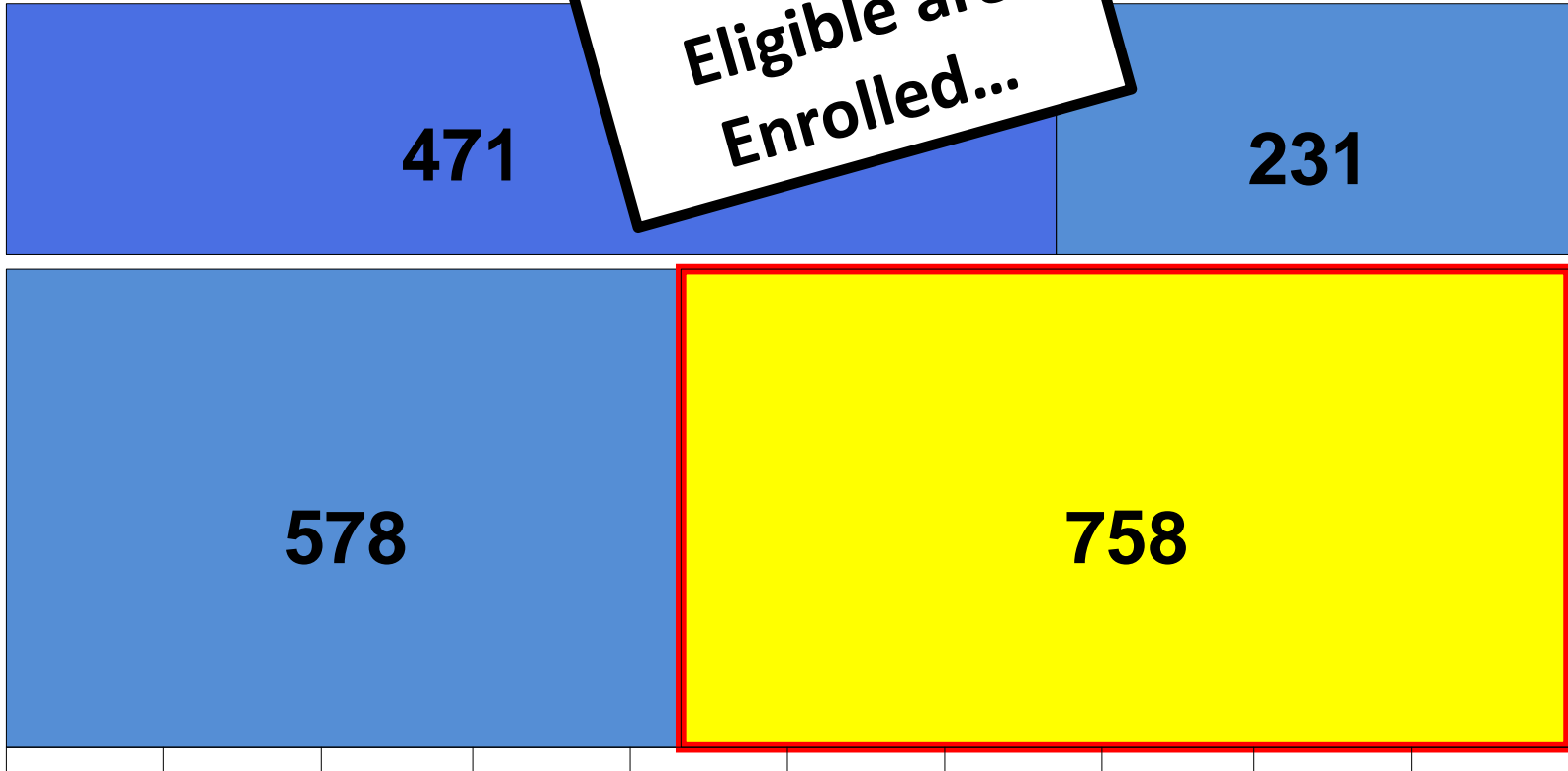
758

0

50

100

Percent



Programs Enrolled in QRIS...

Family Child Care

Center Based Settings

Head Start

STEP 1

407 (68%)

189 (53%)

STEP 2

95 (16%)

67 (19%)

24 (7%)

STEP 3

57 (10%)

67 (19%)

78 (22%)

STEP 4

41 (7%)

6

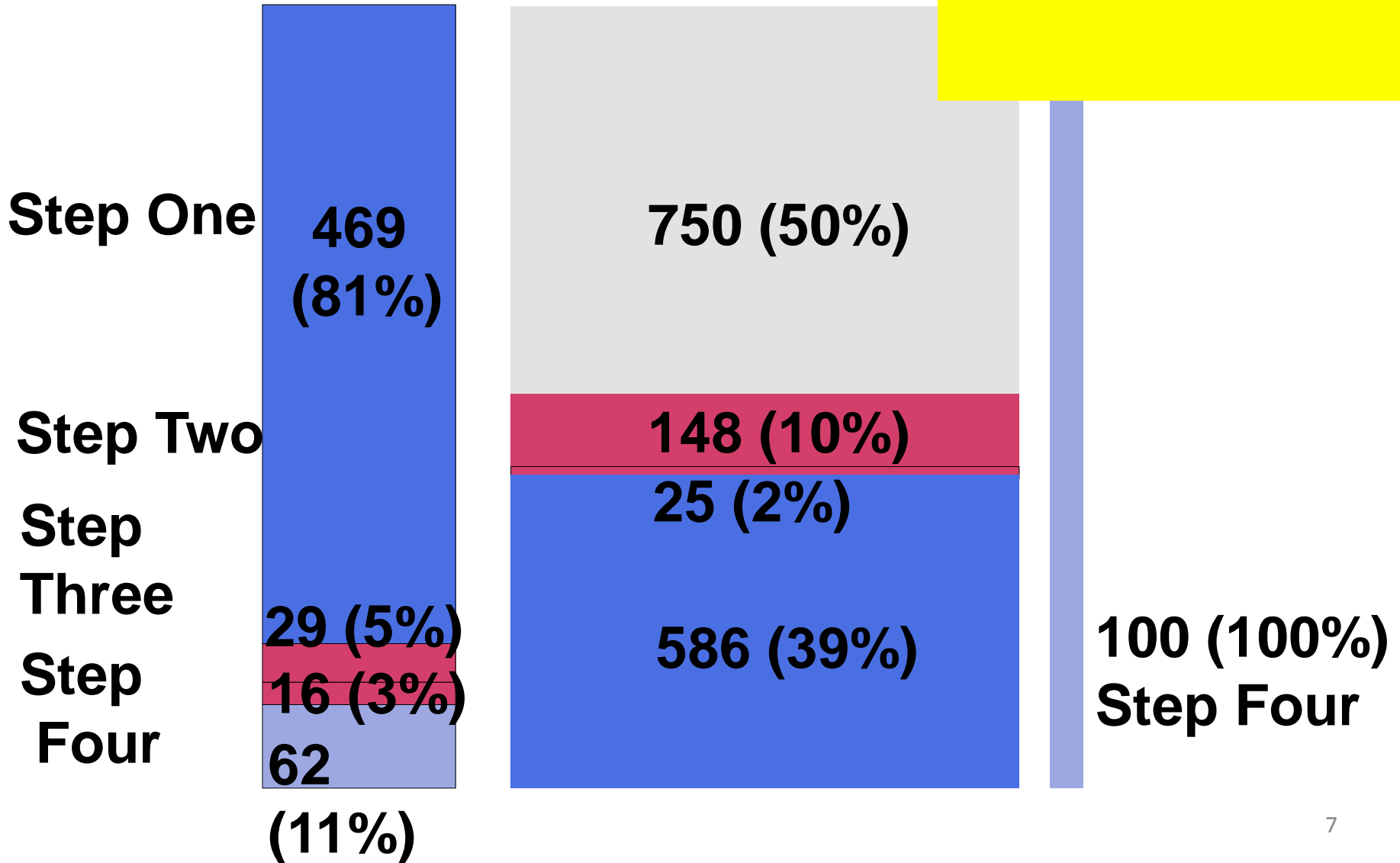
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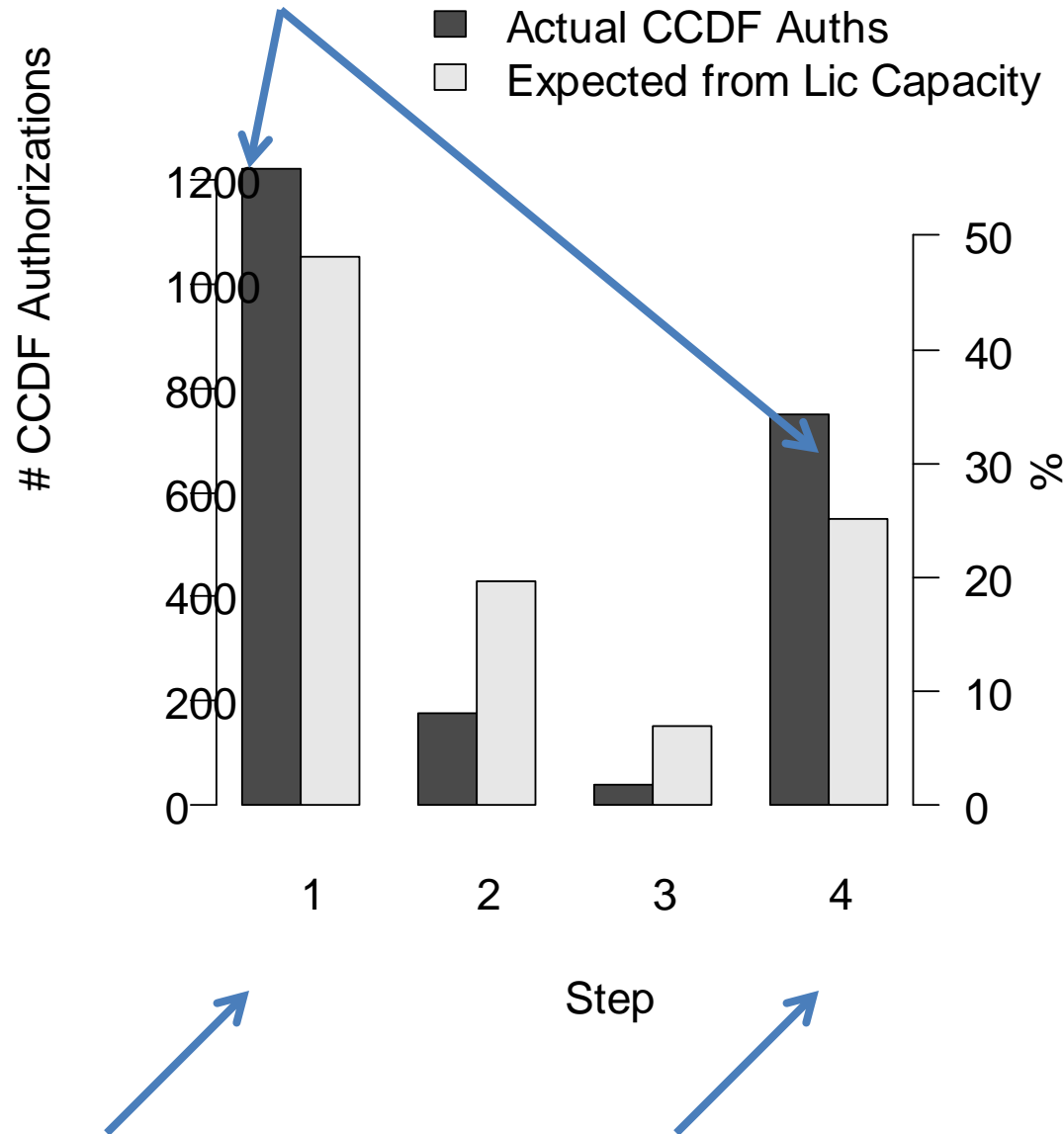
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Family Child Care

Center Based Head Start Care



Net Effect on Steps



- ✓ **Distributions across steps is bimodal—most at Step 1 or Step 4**
- ✓ **This tendency is even stronger among children with CCDF subsidy**
- ✓ **Step 1 -> 2 is opportunity to boost quality**


| Setting Type | No Change in Step Level During Time Period | Move from Step One to Step Two | Move from Step Two to Step Three | Move from Step Three to Step Four | TOTALS |
|---|--|--------------------------------|----------------------------------|-----------------------------------|-------------------------|
| Center-based Care Settings (n=393) | 289 (26%) | 73 (7%) | 20 (2%) | 11 (.98%) | 393 (35%) |
| Family Child Care Home Settings (n=651) | 553 (49%) | 54 (5%) | 37 (3%) | 7 (.62%) | 651 (58%) |
| Head Start Programs (n=74) | 47 (4%) | 22 (2%) | 2 (.17%) | 3 (.20%) | 74 (7%) |
| TOTALS (N=1,118) | 889 (80%) | 149 (13%) | 59 (5%) | 21 (2%) | 1,118 (100.00%) 9 |

2012 MAINE Earthquake



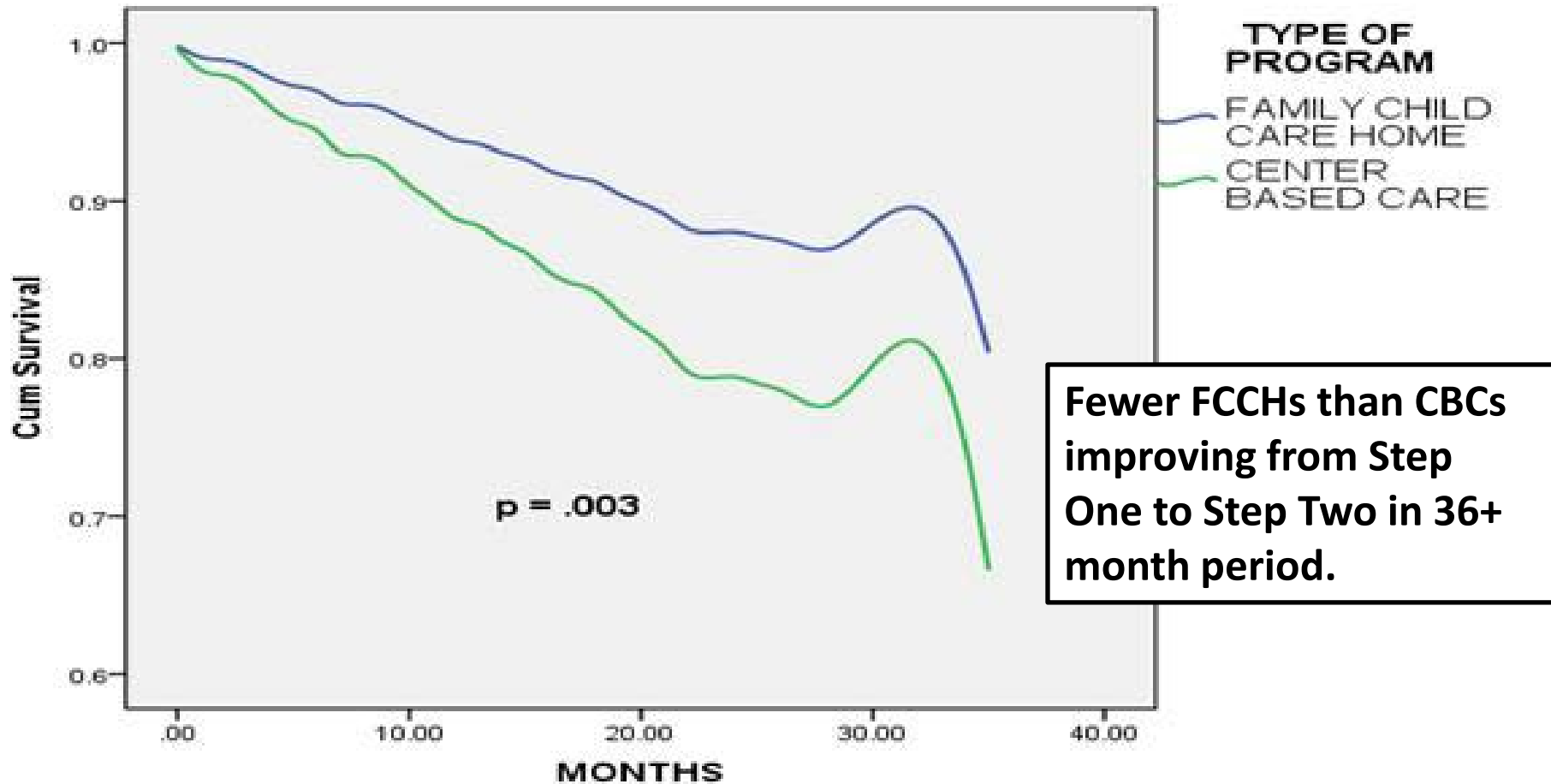
FProvo

WE WILL REBUILD

| Months  | Number at Start of Interval | Censored Programs in this Interval | Programs with Potential to Increase a Step Level | Programs with Change in Step Level | Hazard Estimate – Risk of Change in Step | Survival Estimate - Cumulative Proportion Surviving at End of Interval |
|---|------------------------------------|---|---|---|---|---|
| FCCH 0-11 | 507 | 142 | 436 | 29 | .01 | .93 |
| CBC 0-11 | 287 | 55 | 259.50 | 24 | .01 | .91 |
| FCCH 12-23 | 336 | 126 | 273 | 12 | .00 | .89 |
| CBC 12-23 | 208 | 56 | 180 | 30 | .02 | .76 |
| FCCH 24-35 | 198 | 184 | 106 | 5 | .00 | .85 |
| CBC 24-35 | 122 | 111 | 66.50 | 3 | .00 | .72 |
| FCCH 36+ | 9 | 9 | 4.50 | 0 | .00 | .85 |
| CBC 36+ Months | 8 | 8 | 4 | 0 | .00 | .72 |

Step Level Movement Over Time...

SURVIVAL FUNCTIONS BY PROGRAM TYPE – STEP ONE TO STEP





Ohio: Step Up to Quality

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The Ohio State University

Acknowledgements

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- Child care providers for reporting their data
- Lieny Jeon, GRA at The OSU College of Education and Human Ecology for help with data cleaning

SUTQ Background

- Voluntary QRIS for ODJFS licensed programs
- Piloted in 2004-2005
- Expanded statewide in 2006
- 3 star building block system that builds on licensing standards
- Provides incentives/ supports to participating programs, i.e. Quality Achievement Awards and enhanced subsidy payments; Professional Development and Technical Assistance

SUTQ Benchmarks

- **Ratio & group sizes:** no more than 10 infants for all stars
 - 1 Star: 18-36 mos = 1:7 (30-36 mos = 1:8)
 - 2 Star: 18-36 mos = 1:7
 - 3 Star: 18-36 mos = 1:6
- **Staff education & qualifications**
 - One lead teacher with AA in ECE
 - 50% of lead teachers have AA in ECE
 - Each classroom has lead teacher with AA in ECE
- **Specialized training** (10 hrs prereq; 20 hrs every 2 yrs)
- **Administrative practices** (Variants on Quality Improvement & Professional Development Plans; range of 1-3 benefits from checklist offered)
- **Early learning:** Cumulative number of standards/guidelines in programs/classrooms, 1 Star (i.e. Ohio's Infant/Toddler guidelines; Infant/Toddler Program Standards, etc.); 2 Star additions (i.e. implementation of evidence-based curriculum, etc.); 3 Star additions (i.e. systematically assess children's progress, etc.)

Quality Achievement Awards Payment Matrix, As of July 1, 2009

| Program size | 1 Star base | 1 Star subsidized per child | 2 Star base | 2 Star subsidized per child | 3 Star base | 3 Star subsidized per child |
|-------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|
| Small (up to 59) | \$1,500 | \$100 | \$2,500 | \$250 | \$4,000 | \$500 |
| Medium (60-99) | \$2,500 | \$100 | \$3,500 | \$250 | \$5,000 | \$500 |
| Large (100-159) | \$3,500 | \$100 | \$4,500 | \$250 | \$6,000 | \$500 |
| Very large (160+) | \$4,500 | \$100 | \$5,500 | \$250 | \$7,000 | \$500 |

Ohio Child Care Policy Context

- Early Learning Initiative: 2005-2009
- Erosion of ECEC funding 2009-2011
- Subsidy income limit reduced as of July 2011 from 150% to 125% FPL (ceiling remained at 200%)
- Ohio received Early Learning Challenge Grant
 - Will transition to 5 tier as of July 2013 (phased in)
 - 3 level building blocks; top two level point system

Sample

- 4,135 child care centers listed in the State of Ohio's child care registry as of March 2012
- Data includes:
 - Child care name, license number & address
 - Enrollment numbers by age
 - Full-time & part-time rates by age
 - Number of children receiving subsidy by age
 - NAEYC accreditation status
 - SUTQ rating history 2005-2012

Descriptive data

- 30% have participated based on 2012 data (1,235/4,135)
- 28% are currently participating (1166/4,135)
- 7% 0 Stars (Emerging); 41% 1 Star; 31% 2 Stars; 20% 3 Stars

| Year | Entry Frequency | Exit Frequency | Total in year |
|------|-----------------|----------------|---------------|
| 2005 | 30 | 0 | 30 |
| 2006 | 166 | 0 | 196 |
| 2007 | 202 | 0 | 398 |
| 2008 | 403 | 5 | 796 |
| 2009 | 233 | 6 | 1023 |
| 2010 | 72 | 33 | 1062 |
| 2011 | 95 | 25 | 1132 |
| 2012 | 34 | TBD | 1166 |

First to Last Rating

| Entry Rating | Descriptor | Most Recent Rating | | | | Total |
|--------------|------------|--------------------|-------|-------|-------|--------|
| | | 0 | 1 | 2 | 3 | |
| 0 | count | 82 | 383 | 254 | 143 | 862 |
| | Percent | 9.51 | 44.43 | 29.47 | 16.59 | 100.00 |
| 1 | count | 20 | 133 | 63 | 18 | 234 |
| | percent | 8.55 | 56.84 | 26.92 | 7.69 | 100.00 |
| 2 | count | 5 | 7 | 48 | 22 | 82 |
| | percent | 6.10 | 8.54 | 58.54 | 26.83 | 100.00 |
| 3 | count | 0 | 0 | 3 | 54 | 57 |
| | Percent | 0.00 | 0.00 | 5.26 | 94.78 | 100.00 |
| Total | count | 107 | 523 | 368 | 237 | 1,235 |
| | percent | 8.66 | 42.35 | 29.80 | 19.19 | 100.00 |

Upward and Downward Movement

- 80% (985) had any upward movement
 - 836 moved only up
 - 67% moved up one; 29% moved up two; 4% moved up 3
- 14% (177) had any downward movement
 - 28 moved only down; 149 both up and down; 94% moved down 1 rating

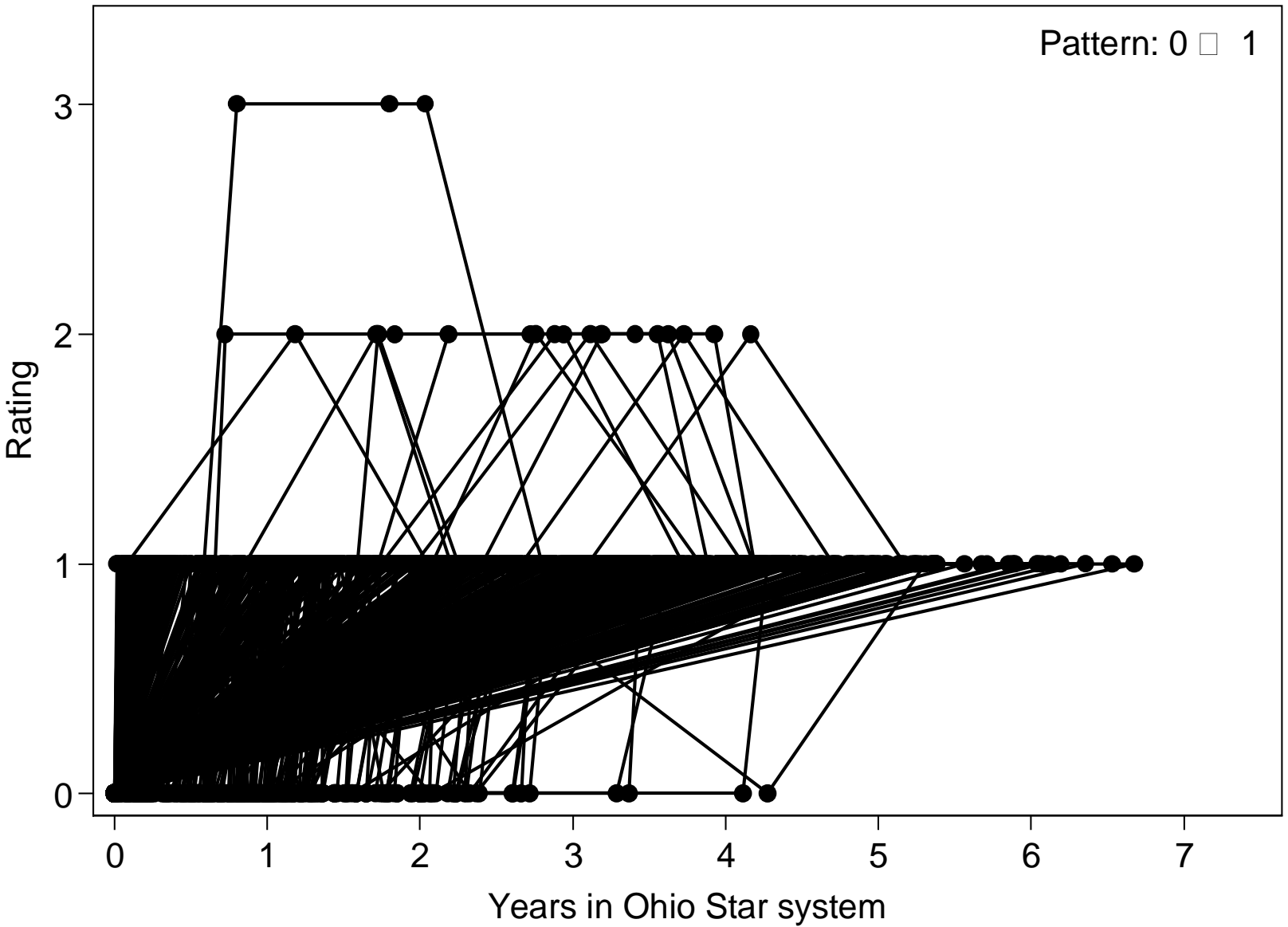
| Down Counts | | | | |
|-------------|-----|----|---|-------|
| Up counts | 0 | 1 | 2 | Total |
| 0 | 222 | 27 | 1 | 250 |
| 1 | 560 | 97 | 4 | 661 |
| 2 | 243 | 38 | 5 | 286 |
| 3 | 33 | 5 | 0 | 38 |

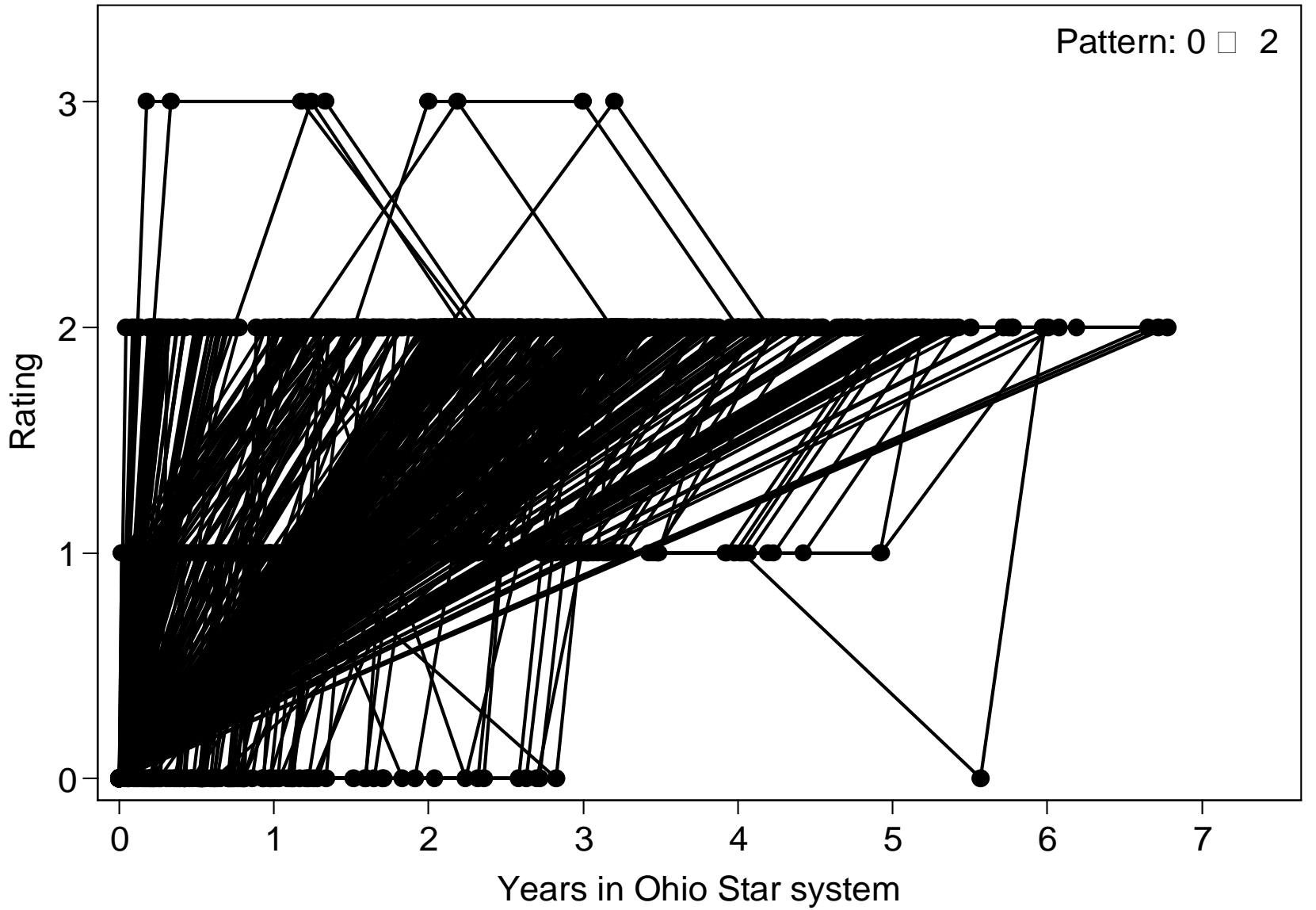
Stall Patterns

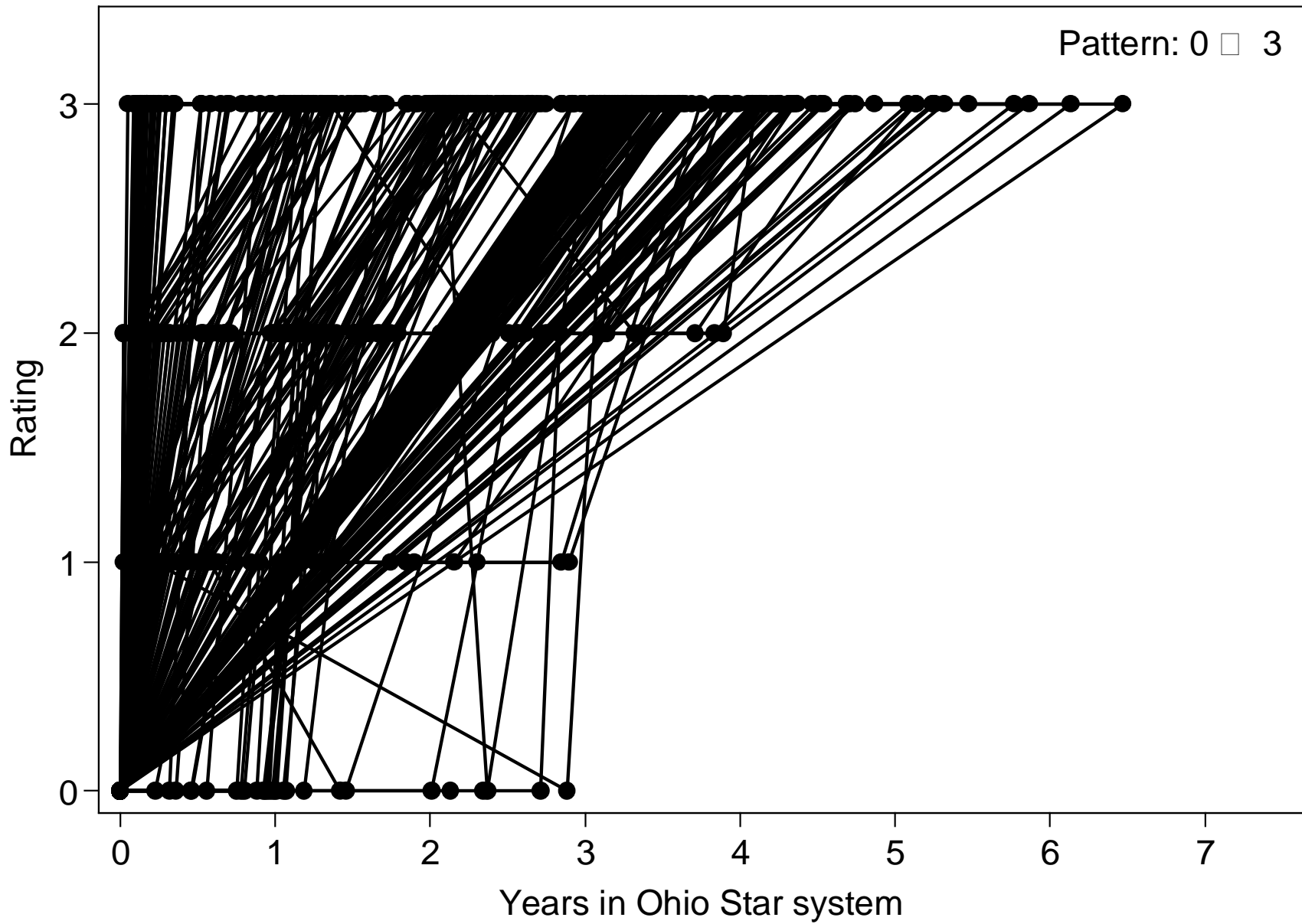
- Stall: 2 or more observations consecutively at the same rating
- No center had more than 3 stalls
 - 79% (970) had one stall at less than 3 stars; 30% had a 2nd stall at less than 3 stars
 - 1st stall: Most likely to stall at level 1 if entered as 0 or 1; most likely to stall at level 2 if entered as 2

First Stall: Stall rating by first rating

| Stall Rating | First Rating (n, %) | | | | | Total | M length of stall (days) |
|--------------|---------------------|-----------|----------|-----------|--|-------|--------------------------|
| | 0 | 1 | 2 | 3 | | | |
| 0 | 295 (37%) | 2 (1%) | 0 | 0 | | 297 | 348 |
| 1 | 335 (42%) | 151 (79%) | 2 (3%) | 0 | | 488 | 807 |
| 2 | 109 (14%) | 32 (17%) | 44 (72%) | 0 | | 185 | 851 |
| 3 | 67 (8%) | 7 (4%) | 15 (25%) | 48 (100%) | | 137 | 1074 |







Enrollment patterns across ratings

- 33% of children are being served in participating centers; 3% in emerging; 14% in 1 star; 11% in 2 star; 5% in 3 star
- Participating centers: 51% enroll infants; 71% toddlers; 97% preschool; 87% school age

| | NP | 0 | 1 | 2 | 3 |
|------------------------------|-----|-----|-----|-----|-----|
| % Enroll Infants | 47% | 66% | 63% | 51% | 25% |
| M Infants per site | 9 | 10 | 10 | 10 | 10 |
| % Enroll Toddlers | 65% | 85% | 81% | 72% | 45% |
| M Toddlers per site | 12 | 17 | 15 | 14 | 13 |
| % Enroll Preschool | 84% | 99% | 94% | 99% | 98% |
| M Preschool per site | 35 | 45 | 40 | 52 | 48 |
| % Enroll School Age | 92% | 93% | 94% | 86% | 71% |
| M School Age per site | 20 | 23 | 26 | 18 | 8 |

Subsidy Patterns Across Ratings: % of Centers with subsidized children enrolled

- Infant: 1 (86%), 0 (81%), 2 (76%), NP (73%), 3 (72%)
- Toddler: 1 (82%), 0 (75%), 2 (69%), 3 (66%); NP (65%)
- Preschool: 1 (78%), 0 (68%), 2 (58%), NP (56%), 3 (37%)
- School age: 1 (81%), 0 (72%), 2 (62%), NP (56%), 3 (43%)
- Overall more 1 stars enroll subsidized (79%), followed by 0 (73%), then 2 (61%), NP (56%), and finally 3 star (40%)
 - The drastic drop for 3 star centers is mostly due to the drastic drop in 3 star centers enrolling subsidized children at the preschool and school age levels

Subsidy Patterns Across Ratings: Child

- 31% of children enrolled in centers in the state database (83,003/270,575) are receiving subsidies
- 35% of children receiving subsidy are enrolled in participating centers compared to 32% of non-receivers
- 3% of children receiving subsidy are enrolled in emerging (0) centers compared to 2% of non-receivers
- 20% of children receiving subsidy are enrolled in 1 Star centers compared to 12% of non-receivers
- 10% of children receiving subsidy are enrolled in 2 Star centers compared to 11% of non-receivers
- 3% of children receiving subsidy are enrolled in 3 star centers compared to 7% of non-receivers

Ratio of subsidized children to enrolled by Age by Star Rating

| STAR | Stats | Infants | Toddlers | Preschool | School age | Total |
|------|-------|---------|----------|-----------|------------|-------|
| NP | N | 1,272 | 1,574 | 2,323 | 2,241 | 2,779 |
| | Mean | 0.535 | 0.555 | 0.269 | 0.495 | 0.314 |
| | SD | 0.596 | 0.616 | 0.371 | 1.3 | 0.47 |
| 0 | N | 53 | 64 | 79 | 68 | 80 |
| | Mean | 0.524 | 0.512 | 0.289 | 0.52 | 0.359 |
| | SD | 0.414 | 0.43 | 0.285 | 0.499 | 0.343 |
| 1 | N | 289 | 364 | 446 | 418 | 479 |
| | Mean | 0.61 | 0.605 | 0.355 | 0.582 | 0.426 |
| | SD | 0.537 | 0.483 | 0.324 | 0.54 | 0.388 |
| 2 | N | 172 | 231 | 352 | 224 | 363 |
| | Mean | 0.472 | 0.541 | 0.272 | 0.541 | 0.302 |
| | SD | 0.409 | 0.512 | 0.736 | 0.773 | 0.35 |
| 3 | N | 60 | 88 | 227 | 89 | 236 |
| | Mean | 0.369 | 0.446 | 0.129 | 0.406 | 0.161 |
| | SD | 0.421 | 0.528 | 0.229 | 0.773 | 0.265 |

Summary of Results: Movement patterns

- 28% of centers in ODJFS database participate in SUTQ
- Entry rose sharply after the statewide rollout then dropped sharply in the wake of funding cuts
 - Exit from SUTQ also accelerated during this time (2010-11)
- Most centers enter at 0 and move to 1
- Most centers don't have any downward movement and most centers do have some upward movement
 - Most common pattern: up once and 0 down
- Most centers had one stall (most at level 1; $M=807$ days)

Summary of Results: Enrollment & Subsidy

- 5% of children served are in 3 star centers
- A much smaller % of 3 star centers enroll infants, toddlers & school aged children (they're mostly preschools only)
- Pattern of enrollment across levels between subsidy and non-subsidy similar except 1 star centers have slightly more subsidy representation (20% vs. 12%) and 3 star centers have slightly less (3% vs. 7%)
- Percent of 3 star centers that have subsidized children enrolled is considerably lower than all other center ratings (mostly due to Pre-school and school age enrollment)
- Ratios of subsidized to enrolled children at every age group were the lowest in star 3 centers

Discussion

- Increase number of centers that are participating, especially those that serve & are accessible to the most vulnerable children
- Increase centers that move into the highest level
- Decrease the stalls and stall time and create a quicker path to quality
- Increase the number of 3 star centers serving infants and toddlers
- Increase the number of 3 star centers that accept subsidized children & increase the proportion of subsidized children in highest quality care
- Provide a pathway for family child care to participate (this will happen under ELCG)



Program Movement in Delaware: Linking State Policy, QRIS Structure, and an Emphasis on the “I”

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Presentation Overview

- Context for Delaware's QRIS Development
- Program Participation and Movement Patterns
- System Redesign and Preliminary Status

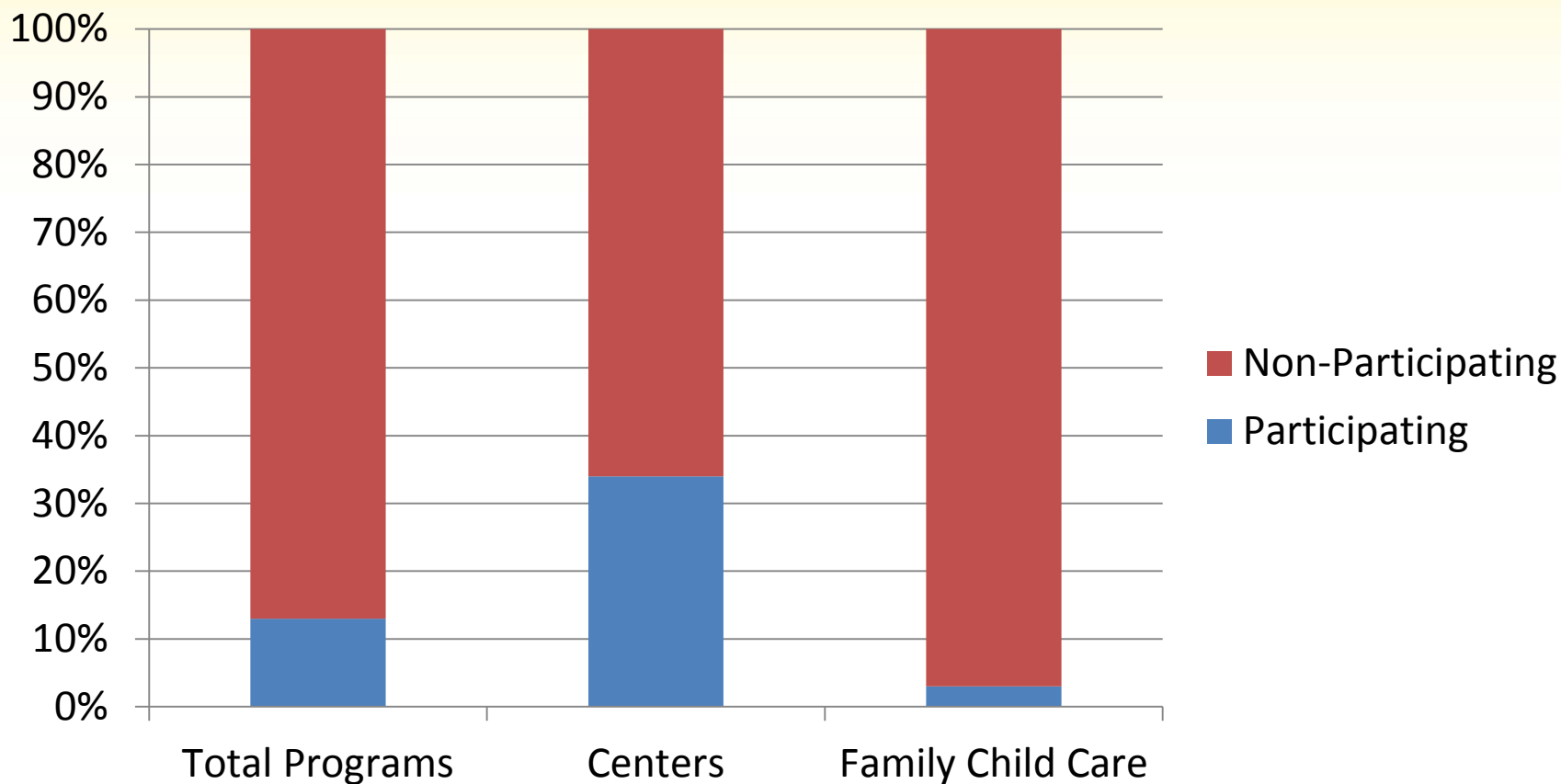
Context of Delaware's QRIS Development

- 2007 - QRIS launched; privately funded by United Way and operated through a non-profit organization
- 2008 - DOE was designated responsibility for the QRIS;
- 2009 - DOE designated responsibility for managerial implementation of Stars to the Delaware Institute for Excellence in Early Childhood

Original Delaware QRIS Structure (2007-2010)

- All licensed programs eligible – family child care, centers, and school-age programs
- 5 Tier System
- Building Block design across four dimensions of practice
- Incentives for participation – Service coordination model of TA; moderate level of grants and awards

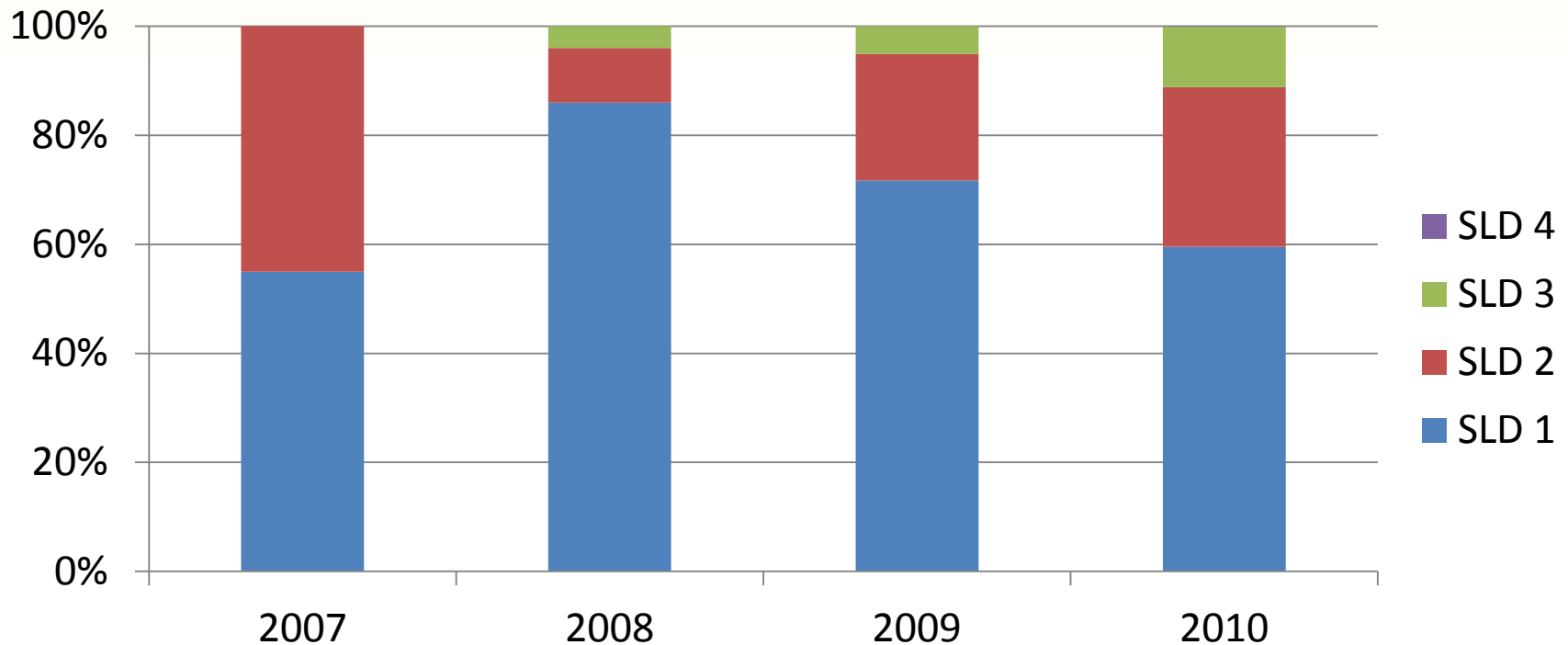
Program Participation in 2010



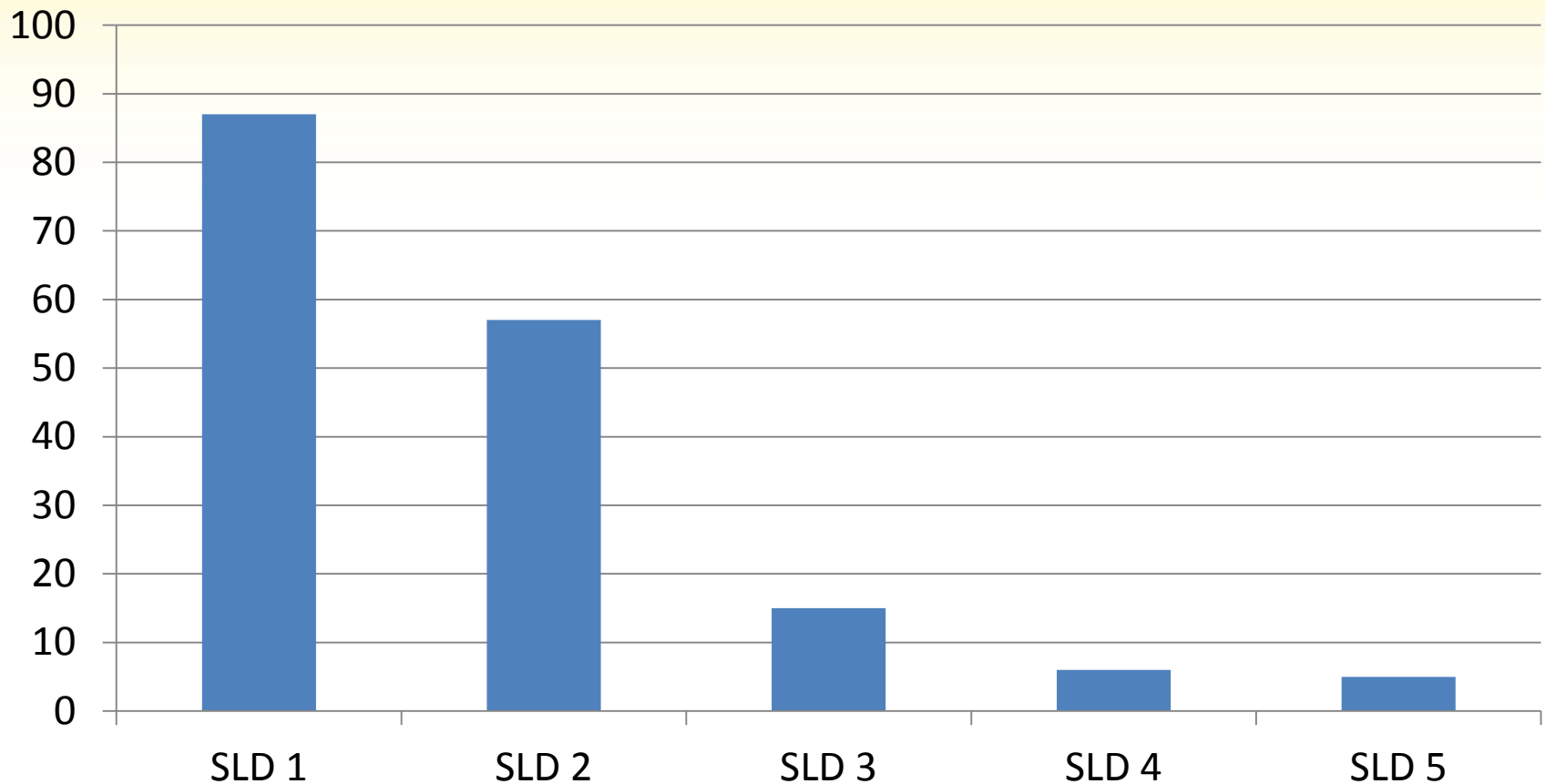
Movement from 2007-2010

- No program “moved” to SLD 5 via the traditional pathway.
- One university-based program moved to SLD 4.
- No participating high subsidy child care center moved beyond SLD 2 and relatively few high subsidy centers were participating.
- Movement in the traditional pathway:
 - 59% of programs made no movement
 - 29% of programs moved from SLD 1 to SLD 2
 - 10% of programs moved from SLD 1 to SLD 3
 - .01% of programs moved from SLD 1 to SLD 4

Distribution of Star Levels During Initial Implementation Period for Traditional Pathway Programs



2010 Star Level Designations for All Participating Programs



The Context Changes in 2010...

- Transition to state-administered program; United Way funds decreasing and limited state funds available
- Established state-level interagency QRIS management team
- Comprehensive programmatic and financial review of the program; including movement data. Informal conversations and meetings with Stars participants.
- Initiation of moratorium to determine next steps for program improvement (2011)

Redesign of Delaware Stars

- Stars Management Team Focus –
 - *Engage more programs in Stars*
 - *Use a strengths-based approach to quality improvement*
 - *Target programs serving high needs children and their families*

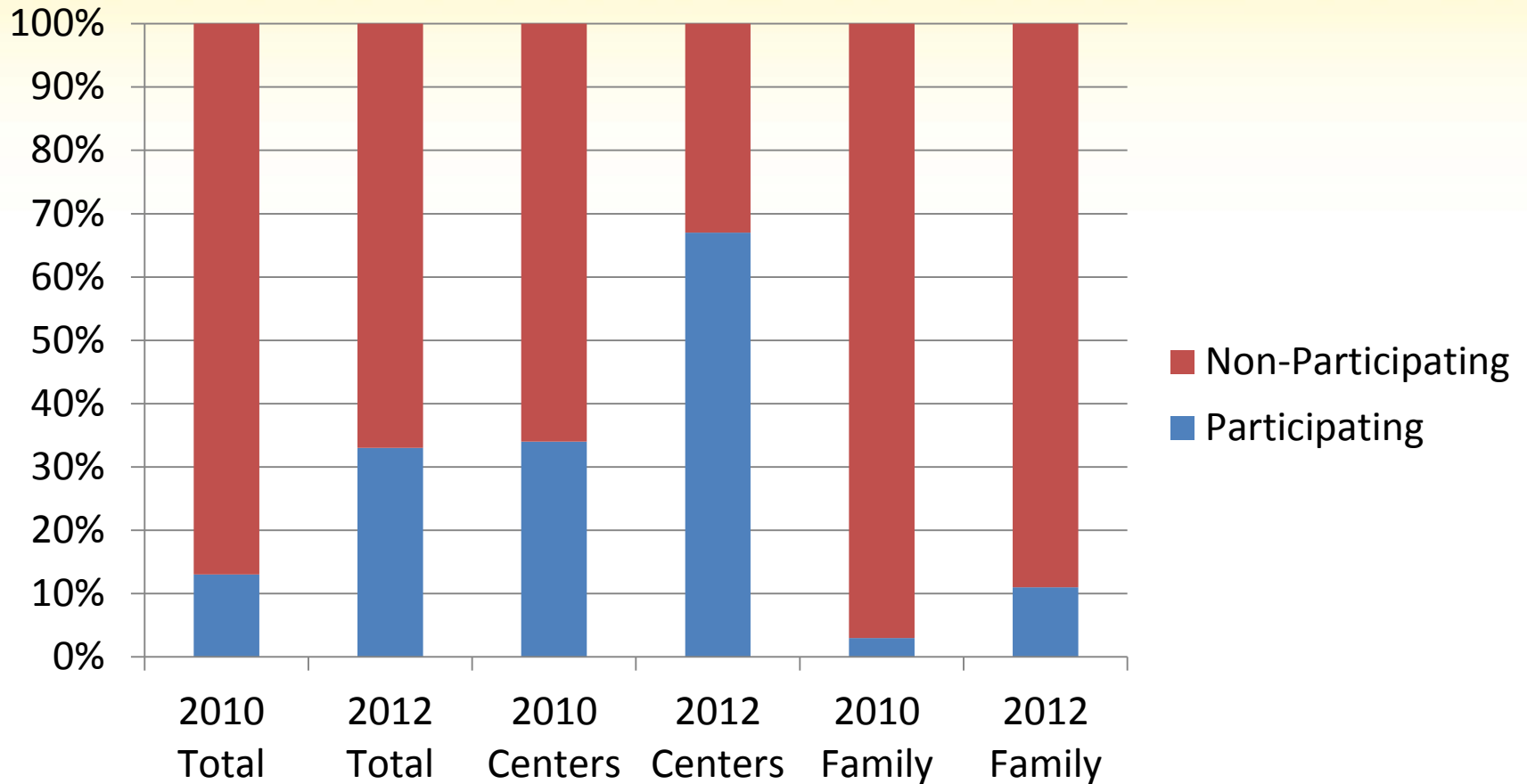
Redesign of Delaware Stars

- Structural Change from Building Blocks to a Points/Hybrid System
- Modify SLD 1 as an induction phase – “Commitment to Quality”
- Emphasis on stakeholder involvement and systems change
- Reconceptualize standards and practice to build on and integrate with the existing state structure
- Reinvigorate technical assistance with a strengths-based, relationship-based model

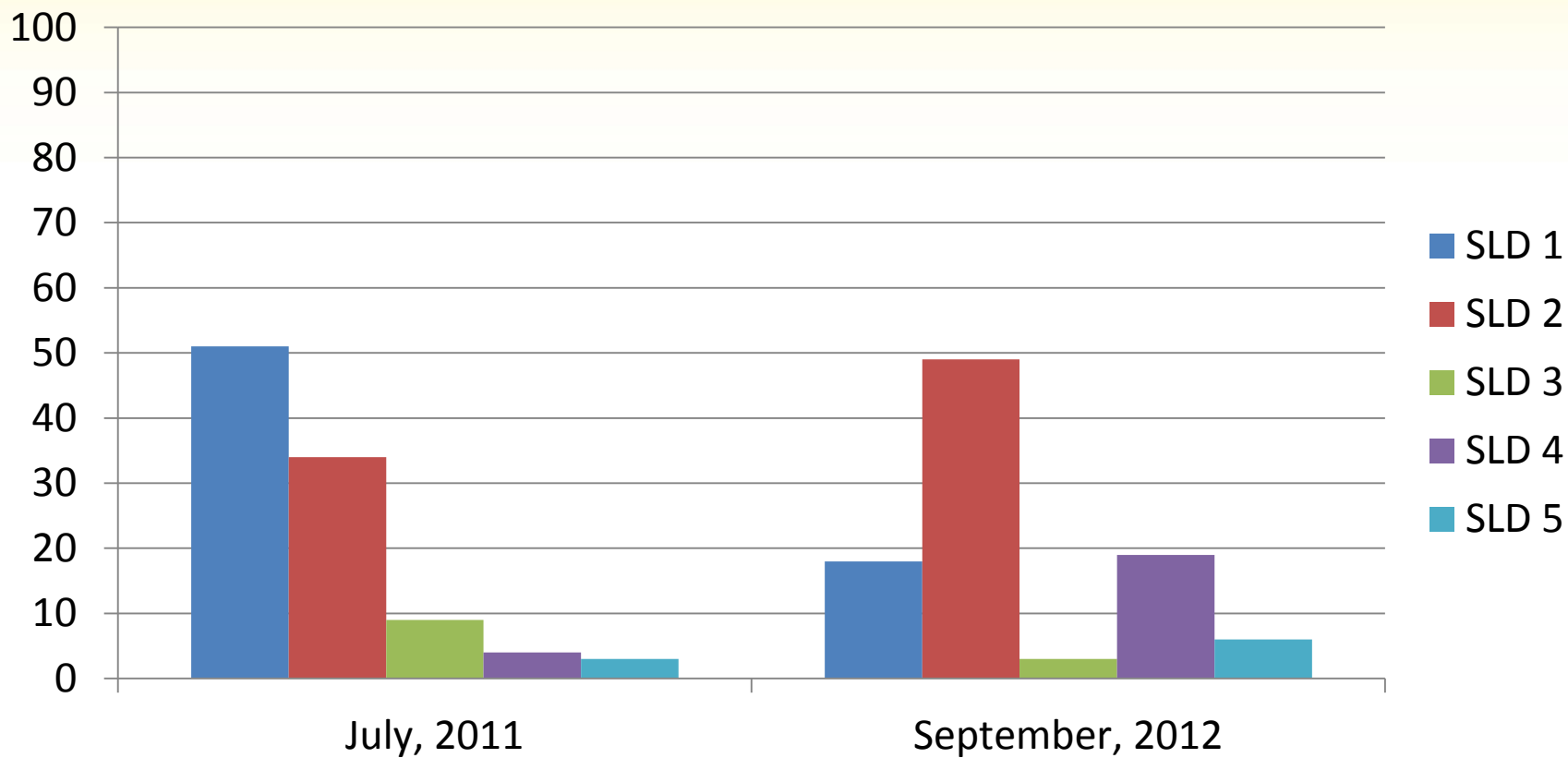
And The Context Changes Again...

- In 2011, Delaware Governor and General Assembly appropriated \$22 million to boost the state's child care subsidy system, fund the administration of Stars, and fund a tiered reimbursement component
 - SLD 3 – 80% of the market rate
 - SLD 4 – 90% of the market rate
 - SLD 5 – 100% of the market rate
- December 2012 – Early Learning Challenge grant awarded

Comparative Participation Rates 2010 and 2012



Comparative Star Level Distribution



Movement as a Feature of State Planning

- Examination of program movement can highlight challenges in QRIS implementation
- Patterns of movement for specific program types and/or relative to specific program characteristics can demonstrate important implementation issues
- Movement must be contextualized in relationship to the broader policy landscape; incentives, TA, etc.
- Conversations about movement force us to identify our “real” theory of change
- Movement is an accountability measure that external stakeholders may emphasize.

Implications

- Movement is complicated and only matters if it reflects changes in quality.
- Movement needs to be conceptualized in relationship to the QRIS structure and the broader state policy context.
- A range of program characteristics may influence movement – program type; subsidy density; etc.
 - *Have we built systems for centers rather than FCC?*
 - *Have we built systems that facilitate movement for centers with more resources?*
- Qualitative research on subgroups of programs may highlight key barriers to movement.



Delaware Stars
for Early Success