



QRIS-related Resources in Support of BQI Efforts

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OPRE Products-Element 1

- Program Standards
 - Conceptual Model for QRIS
 - Quality Indicators Review and Research Evidence
 - Validation of QRIS
 - Which Standards and At What Levels
 - Link levels to independent measures of quality
 - Links to children's learning and development

Developing a Refined Conceptual Model for QRIS

- Researchers working towards an updated, more broad and articulated theory of change for QRIS
 - Include more detail and specification about the parameters in a QRIS.
 - Articulate what is known about the content, scope and intensity of activities in a QRIS that will promote desired outcomes, beyond child outcomes, e.g., workforce, parent, and provider outcomes.
- Current work:
 - Reviewing existing theory of change models
 - Identifying where further specifications can be made and where we may have new research to support the identification of critical pathways

Quality Indicators Project

- Purpose
 - Provide QRIS administrators & key stakeholders a comprehensive review of the literature on the links between particularly QRIS indicators and children's outcomes.
- Deliverables
 - Database of relevant literature
 - Policy brief providing a short summary of the findings
 - Place findings in broader context of desired outcomes for QRIS

Quality Indicators under Review

- Curriculum
- Child Assessment & Individualization
- Program Accreditation
- Cultural and Linguistic Diversity (e.g., communication in home language)
- Family Partnerships
- Program Administration
- Community Involvement
- Ratio & Group Size
- Staff Qualifications
- Classroom Environment

Validation of QRIS for ECE and SAC (Zellman & Feine, 2012)

- Introduces a framework for QRIS validation
- Highlights key issues to consider in validation
- Offers guidance on developing an individualized state plan for QRIS validation

Why is Validation Important?

- Promotes increased credibility and support for the QRIS
 - Parents can rely on ratings in selecting care
 - Providers more willing to participate
- Supports effective deployment of limited rating resources (measuring only those things that contribute to quality)
- Promotes efficient use of limited QI resources
 - Technical assistance can target key aspects of care
 - Providers can use ratings to target QI efforts

QRIS Validation Approaches

- Four related approaches described in the brief
 1. Examine validity of key underlying concepts/standards
 2. Examine the psychometric properties of measures used to assess quality
 3. Assess the outputs of the rating process
 4. Relate ratings to children's developmental outcomes
- Approaches vary in terms of timing, cost, difficulty
- Approaches are not rigid; may overlap in time and goals

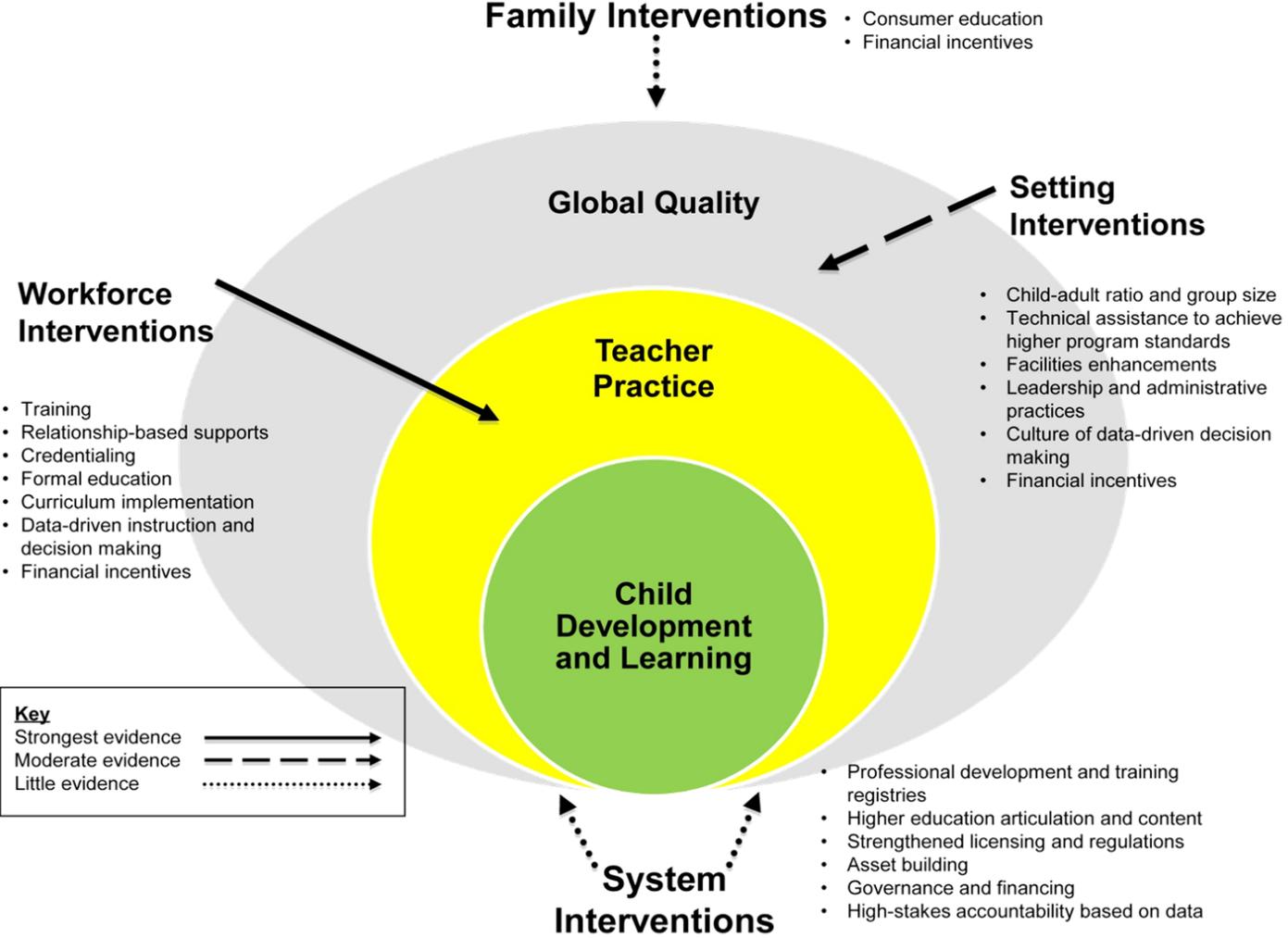
OPRE Products-Element 2

- Supports for Programs and Practitioners
 - Brief *ECE Quality Improvement: A Typology of Intervention Approaches*
 - A conceptual framework and typology of QI
 - Identifies strategies to support QI
 - Assesses the strength of research evidence
 - Brief *Onsite Approaches to Quality Improvement in QRIS*
 - Workgroup on quality improvement in QRIS
 - Unpacking the black box of QI
 - Designing evaluations that look at the QI piece

ECE Quality Improvement : A Typology of Intervention Approaches

- Co-authored by Kim Boller, Kate Tarrant & Diana Schaack, D. (in preparation)
- Presents Conceptual Framework for Quality Improvement
- Identifies current evidence of evaluation of effectiveness of each type of strategy, when available
- Identifies gaps in the research in several areas

Figure 1. Early Care and Education Quality Improvement Framework, in Boller, K., Tarrant, K., & Schaack, D. (in preparation)



Brief on *Onsite Approaches to Quality Improvement in QRIS*

- Authored by M. Zaslow, K. Tout, and T. Halle (2012)
- Defines coaching and on-site quality improvement efforts
- Summarizes the research evidence on effectiveness of coaching
- Explores coaching in the context of QRIS
- Provides new perspectives on multi-level approaches to quality improvement

OPRE Products-Element 3

- Financial Incentives and Supports
 - *ECE Quality Improvement : A Typology of Intervention Approaches (Boller et al., in preparation) (slide 12)*
 - *Financing to Promote Quality in Early Care and Education and School-Age Care: Incentives, Supports and Affordability (Richard Brandon, in preparation)*

OPRE Products-Element 4

- Quality Assurance and Monitoring

Resources for Evaluation & Data Driven Decision Making

- ✓ Best Practices in Data Management for QRIS: Part 1 and Part 2 (in preparation)
- ✓ Dictionary of Common Data Elements for Quality Rating and Improvement Systems and Other Quality Initiatives (in preparation)
- ✓ A Guide to Linking Policy, Monitoring and Evaluation Questions about QRIS and Quality Initiatives with Data Elements and Indicators (in preparation)
- ✓ Best Practices in QRIS Data Collection (in preparation)
- ✓ Validation of QRIS for ECE and SAC (Zellman and Feine, 2012)
- ✓ Effective Evaluation of QRIS for ECE and SAC (Zellman, Brandon, Boller & Kreader, 2011)
- ✓ The QRIS Evaluation Toolkit (Lugo-Gil et al., 2011)
- ✓ Brief Series on Applications of Implementation Science to ECE Programs and Research (in preparation)
 - ✓ Intervention Dosage
 - ✓ Fidelity of Implementation: Quantity and Quality
 - ✓ Implementation at multiple systems' levels

Best Practices in Data Management for QRIS: Part 1 Data Governance and Structures to Support Data Integrity

- Co-authored by Bobbie Weber, Iheoma Iruka and INQUIRE Working Group on Data
- Content:
 - outlines the need for strong data management practices by describing existing QRIS data systems and the challenges to data integrity that emerge in these data systems
 - provides guidance on best practices related to data that are collected or accessed in a QRIS and on creating integrated data systems that can support QRIS implementation, monitoring and evaluation
 - Provides recommendations from the field of *informatics* and uses state examples to demonstrate effective practices
- *Best Practices in Data Management for Quality Rating and Improvement Systems: Part 2 -Data Processing and Analysis (in preparation by INQUIRE Workgroup on Data)*

QI Data Elements & Related Resources

Dictionary of Common Data Elements for Quality Rating and Improvement Systems and Other Quality Initiatives (in preparation)

A Guide to Linking Policy, Monitoring and Evaluation Questions about QRIS and Quality Initiatives with Data Elements and Indicators (in preparation)

- In summer and fall of 2012, work group created a large matrix of data elements that could be used to guide state data efforts
- Group coordinated with other national efforts
 - The Early Childhood Data Collaborative
 - The Common Education Data Standards (CEDS)
 - The Workforce Data Systems Alignment Project
- Our initial recommendations for data elements went out for public comment as part of the CEDS

QI Data Elements-update

- Comments have been received by the Department of Education on the EC CEDS
 - Some critical elements (e.g., quality improvement) won't be included in the current version of the CEDS (but will be incorporated later)
- The data elements group moved forward to develop products for state administrators and data specialists that won't duplicate efforts already underway by CEDS

QI Data Elements - Products

- The *data elements matrix* will serve as the foundation for products
- A *data dictionary* will assist readers with reviewing similar data elements together and navigating the large matrix
Dictionary of Common Data Elements for Quality Rating and Improvement Systems and Other Quality Initiatives (in preparation)
- *Policy-data linkages briefs* will provide guidance on critical questions for evaluation, performance management, and reporting and the data elements needed to address them
A Guide to Linking Policy, Monitoring and Evaluation Questions about QRIS and Quality Initiatives with Data Elements and Indicators (in preparation)

QI Data Elements

Example of Information in Dictionary on Data Elements

Element: Practitioner ID

Definition: A unique number or alphanumeric code assigned to an individual by a school, school system, a state, registry, or other agency or entity.

Type: Numeric

Entity: Practitioner

Category: Identification

Element: Practitioner position

Definition: The titles of employment, official status, or rank of an individual practitioner.

Type: Categorical

1=Program administrator

2=Teacher

3=Director

4=Assistant teacher

5=Non-teaching professional staff person

6=Non-teaching support staff person

Entity: Practitioner

Category: Position

QI Data Elements

Example of Policy Question and Links to Elements

Policy Question: Does workforce stability increase from year-to-year?

Data Elements Needed to Answer this Question

Practitioner

[Practitioner ID](#)

[Practitioner position](#)

[Practitioner hire date](#)

[Practitioner end date](#)

Program

[Organization ID](#)

[Number of full-time staff](#)

[Number of half-time staff](#)

[Number of staff hired](#)

[Number of staff that ended their employment](#)

QI Data Elements

Example of Policy Questions and Data Links

Policy Question: Does workforce stability increase from year-to-year?

Analysis recommendations

Workforce stability can be calculated in two ways: by practitioner and by program. The calculations described below are for one year of analysis only. Evaluating increases in workforce stability from year-to-year involves completing the calculations described below for multiple years.

By Practitioner

Practitioner workforce stability is calculated using data on individual practitioners. These data are typically housed in a state professional development registry, though data may also come from other sources (e.g., workforce survey).

Workforce stability by practitioner, by year is captured by calculating:

The average number of job changes practitioners made while retaining the same job title;

The average number of job changes practitioners made to new positions within the field, and;

The total number and percentage of practitioners that left the field completely.

To calculate the number of times practitioners change jobs but retain the same job title, select one of the six job type options from the data element [Practitioner Position](#). For each [Practitioner ID](#) in that position, total the number of [Practitioner Hire Dates](#) for the total number of jobs held by individual practitioners in one year. Average the number of positions per practitioner to calculate the mean for the group. Data from previous years can be used for practitioners that report no hire or end dates in a given year. If the last reported employment date is a hire date, practitioners are assumed to be employed at the same programs, in the same positions in each subsequent year until they report a change to their employment status. If the last reported date is an end date, the practitioner is considered to have left the field and is not included in the analysis for the year of interest.

Best Practices in QRIS Data Collection

- **Co-authored by INQUIRE Work Group on data collection**
- **Goals of product**
 - Help support an understanding of the breadth and depth of reliability, beginning with an overview of reliability as it relates to best practice in QRIS data collection. This introductory paper could potentially lead to other, more specific papers.
- **Audience:**
 - Primarily to support state administrators and system implementers in understanding systems reliability. Secondly, provide information to those supporting the states as they put systems in place (e.g., evaluators, researchers, etc.) .

Best Practices in QRIS Data Collection

- **Content of product:**
 - Define reliability, including different types of reliability (e.g., inter-rater, internal consistency, etc.)
 - Differentiate between reliability and validity
 - Describe the different components of and approaches to reliability (e.g., observation, verification of standards, processes/procedural, assessor)
 - Discuss sources of error and strategies for improving reliability systems (e.g., training, multiple observers for a classroom observation, etc.)

Resources on Validation and Evaluation of QRIS

- *Validation of QRIS for ECE and SAC*
 - Co-authored by G. Zellman and R. Feine (2012) and described in slides 7-9
- Template for developing validation and evaluation plans (in preparation by INQUIRE workgroup members)
- *QRIS Evaluation Toolkit* (Lugo-Gil et al., 2011)
- INQUIRE Validation Workgroup- sharing of validation studies' designs, methods and measures to create common data for future analyses

Applications of Implementation Science to ECE Research and Programs

- *Implementation Science Brief Series*
 - Dosage
 - Quantity and quality
 - Levels
- Edited Book by Brookes Publishing (forthcoming Spring 2013) entitled:
 - *Applying Implementation Science to Early Care and Education Programs and Systems: Exploring a New Frontier*, T. Halle, A. Metz, I. Martinez-Beck, Eds.

OPRE Products-Element 5

Consumer Education

- Forthcoming brief *Synthesis of QRIS Evaluations (co-authored by INQUIRE members)*
 - Includes review of findings from states (IN, MN, KY, ME) that have evaluated consumers and QRIS
 - results from state household surveys that gauge parents' interest in QRIS, awareness of the QRIS, and use of the QRIS
 - Although in evaluations conducted so far most parents say that “QRIS rating would be important in their decision-making about care for their children”, most parents had not heard about QRIS in their states, and limited information they had came from their current provider.

QRIS Marketing/Consumer Education Challenges

- Limited resources
- Lack of *sustained* funding for marketing
- Difficulty of directing information to parents who do not speak English
- Limited understanding of best practices for engaging parents
 - What terms about early care and education resonate with parents?
 - How can we time the provision of information to better support parents' decision making?
 - How can QRIS become a “trusted source” of information?

Synthesis of QRIS Evaluations

Includes findings on:

- Implementation evaluations
- Design and validation of QRIS
 - Linking ratings to quality
 - Linking ratings to children's outcomes
- Quality improvement efforts
- Program/practitioner perceptions
- Parent perceptions

Contact information and links to resources

- Contact:
 - Ivelisse Martinez-Beck, Ph.D.
 - Office of Planning, Research and Evaluation
 - ivelisse.martinezbeck@acf.hhs.gov
 - (202) 690-7885
- URL for products listed in presentation and the resources list
 - <http://www.acf.hhs.gov/programs/opre/research/topic/overview/child-care>

Thank you!

Resources

- **Forthcoming**
- **Dictionary of Common Data Elements for Quality Rating and Improvement Systems and Other Quality Initiatives**
 - OPRE Report, forthcoming
 - INQUIRE Working Group on QRIS Data
- **A Guide to Linking Policy, Monitoring and Evaluation Questions about QRIS and Quality Initiatives with Data Elements and Indicators**
 - OPRE Report, forthcoming
 - INQUIRE Working Group on QRIS Data
- **Best Practices in Data Management for Quality Rating and Improvement Systems: Part 1**
 - **Data Governance and Structures to Support Data Integrity**
 - OPRE Report, forthcoming
 - Bobbie Weber, Iheoma Iruka and the INQUIRE Working Group on QRIS Data
- **Best Practices in Data Management for Quality Rating and Improvement Systems: Part 2**
 - **Data Processing and Analysis**
 - OPRE Report, forthcoming
 - INQUIRE Working Group on QRIS Data

Resources

- **Forthcoming**
- **Early Care and Education Quality Improvement: A Typology of Intervention Approaches**
 - OPRE Report, forthcoming
 - Kimberly Boller, Kate Tarrant, Diana D. Schaack
- **A Synthesis of QRIS Evaluations**
 - OPRE Report, forthcoming
 - Kathryn Tout, Ladia Albertson-Junkans, Margaret Soli & Rebecca Starr
- **Validation of Quality Rating and Improvement Systems: Examples from Four States**
 - Research-to-Policy, Research-to-Practice Brief, forthcoming
- **Financing to Promote Quality in Early Care and Education and School-Age Care: Incentives, Supports and Affordability**
 - Research-to-Policy, Research-to-Practice Brief, forthcoming
 - Richard N. Brandon

Resources

- **The Quality Initiatives Research and Evaluation Consortium (INQUIRE)**
- **On-site Approaches to Quality Improvement in Quality Rating and Improvement Systems: Building on the Research on Coaching**
 - Research-to-Policy, Research-to-Practice Brief OPRE 2012-40
 - Martha Zaslow, Kathryn Tout & Tamara Halle
- **Validation of Quality Rating and Improvement Systems for Early Care and Education and School-Age Care**
 - Research-to-Policy, Research-to-Practice Brief OPRE 2012-29
 - Gail L. Zellman & Richard Fiene
- **Effective Evaluation of Quality Rating and Improvement Systems for Early Care and Education and School-Age Care**
 - Research-to-Policy, Research-to-Practice Brief OPRE 2011-11a
 - Gail L. Zellman, Richard N. Brandon, Kimberly Boller & J. Lee Kreder
- **Best Practices for Conducting Program Observations as Part of Quality Rating and Improvement Systems**
 - Research-to-Policy, Research-to-Practice Brief OPRE 2011-11b
 - Bridget K. Hamre & Kelly L. Maxwell
- **Evaluation of Quality Rating and Improvement Systems for Early Childhood Programs and School-Age Care: Measuring Children's Development**
 - Research-to-Policy, Research-to-Practice Brief OPRE 2011-11c
 - James Elicker & Kathy R. Thornburg

Resources

- **The Child Care Quality Rating System (QRS) Assessment**
- **Compendium of Quality Rating Systems and Evaluations**
- OPRE Report, 2010
- Kathryn Tout, Rebecca Starr, Margaret Soli, Shannon Moodie, Gretchen Kirby & Kimberly Boller
- **The Quality Rating and Improvement System (QRIS) Evaluation Toolkit**
- OPRE Report, 2011-31
- Julieta Lugo-Gil, Samina Sattar, Christine Ross, Kimberly Boller, Gretchen Kirby & Kathryn Tout
- **Quality Dosage, Thresholds and Features in Early Childhood Settings (Q-DOT)**
- **Quality Dosage, Thresholds, and Features in Early Childhood Settings: A Review of the Literature**
- OPRE 2011-5.
- Martha Zaslow, Rachel Anderson, Zakia Redd, Julia Wessel, Louisa Tarullo & Margaret Burchinal

Resources

- **Quality Measurement Issues and Options**
- **Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition**
- OPRE Report 2010
- Tamara Halle, Jessica Vick Whittaker & Rachel Anderson
- **Measuring the Quality of Early Care and Education Programs at the Intersection of Research, Policy, and Practice** Research-to-Policy, Research-to-Practice Brief OPRE 2011-10a
- Martha Zaslow, Kathryn Tout, & Ivelisse Martinez-Beck
- **Differentiating Among Measures of Quality: Key Characteristics and Their Coverage in Existing Measures**
- Research-to-Policy Brief, Research-to-Practice Brief OPRE 2011-10b
- Margaret Burchinal
- **Observational Measures of Quality in Center-Based Early Care and Education Programs**
- Research-to-Policy, Research-to-Practice Brief OPRE 2011-10c
- Donna Bryant

Resources

- **Defining and Measuring Quality in Home-Based Care Settings**
- Research-to-Policy, Research-to-Practice Brief OPRE 2011-10d
- Barbara D. Goodson & Jean I. Layzer

- **Early Care and Education Quality and Child Outcomes**
- OPRE Research-to-Policy, Research-to-Practice Brief, 2009
- Margaret Burchinal, Kirsten Kainz, Karen Cai, Kathryn Tout, Martha Zaslow, Ivelisse Martinez-Beck & Colleen Rathgeb

- **Issues for the Next Decade of Quality Rating and Improvement Systems**
- OPRE Issue Brief, 2009
- Kathryn Tout, Martha Zaslow, Tamara Halle & Nicole Forry

- **Multiple Purposes for Measuring Quality in Early Childhood Settings: Implications for Collecting and Communicating Information on Quality**
- OPRE Issue Brief, 2009
- Martha Zaslow, Kathryn Tout, Tamara Halle & Nicole Forry

- **Evaluating, Developing, and Enhancing Domain-Specific Measures of Child Care Quality**
- OPRE Research-to-Policy, Research-to-Practice Brief, 2009
- Nicole Forry, Jessica Vick, & Tamara Halle

Resources

- **Child Care Decision-Making Work Group**
- **Conceptual Frameworks for Understanding Child Care Decision-Making**
- OPRE White Paper, 2010
- Ajay Chaudry, Julia Henly & Marcia Meyers
- **Understanding Parents' Child Care Decision-Making: A Foundation for Child Care Policy Making**
- Research-to-Policy, Research-to-Practice Brief OPRE2011-12
- Roberta Weber
- **Family-Sensitive Caregiving and Family Engagement Working Meeting: Identifying and Measuring Common Core Elements**
- **Family-Provider Relationships: A Multidisciplinary Review of High Quality Practices and Associations with Family, Child, and Provider Outcomes**
- Issue Brief, OPRE 2011-26a
- Nicole Forry, Shannon Moodie, Shana Simkin & Laura Rothenberg
- **Family Engagement and Family-Sensitive Caregiving: Identifying Common Core Elements and Issues Related to Measurement**
- Issue Brief, OPRE 2011-26b
- Nicole Forry, Shannon Moodie, Laura Rothenberg & Shana Simkin
- **Quality Rating and Improvement Systems (QRIS) and Family-Sensitive Caregiving in Early Care and Education Arrangements: Promising Directions and Challenges**
- Issue Brief, OPRE 2011-11d
- Toni Porter, Juliet Bromer & Shannon Moodie