

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Colorado Qualistar

QRS Profile

April 2010



MATHEMATICA
Policy Research, Inc.



Colorado Qualistar

QRS Profile

Prepared for:**Office of Planning, Research and Evaluation**

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Policy Research, Inc.



Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Colorado
Program Name:	Qualistar
Respondents:	Gladys Wilson Geneva Hallett Paula Neth
Information Reviewed and Finalized:	Qualistar Early Learning March 17, 2010

Funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services. Conducted by Mathematica Policy Research with a subcontract to Child Trends (contract #HHSP233200800394G).

Colorado – Qualistar

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

Site name:	Colorado
Program name:	Qualistar
Service area:	Statewide
Pilot:	No
Date full program launched:	2000
Voluntary:	Yes
Website:	http://www.qualistar.org
Eligible programs:	Center-based programs, Head Start/Early Head Start, licensed family child care, pre-K/comprehensive EC programs
Source of funds for eligible public program:	State
Total numbers of programs participating:	560
Number of participating child care centers:	498
Number of participating family child care programs:	71
Number of other programs participating:	N/A
Percent of total programs enrolled in QRS:	Approximately 20%
Percent of programs at each rating level:	<p>For Centers:</p> <p>4 star: 16%</p> <p>3 star: 57%</p> <p>2 star: 5%</p> <p>1 star: 21%</p> <p>Provisional: 1%</p> <p>For Family Homes:</p> <p>4 star: 15%</p> <p>3 star: 34%</p> <p>2 star: 32%</p> <p>1 star: 9%</p> <p>Provisional: 10%</p>

Goals:	Create a system in Colorado which improves age-appropriate learning experiences for all children by promoting high-quality, child-centered care for young children and their families.
Language from statute:	N/A

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Points
Number of levels:	5
Length of time rating is valid:	2 years
Rating process:	Programs apply, documentation is collected, an observation visit is conducted, the data is scored, and the star rating is assigned. Following the rating, all programs receive Program Quality Performance Profile (QPP). The QPP is a report on each classroom that was observed noting both strengths and areas of improvement. The QPP also includes a Quality Improvement Plan with recommendations for quality improvement.
Method of combining points:	<p>Programs are evaluated on five different quality components. Points are awarded for specific indicators. Points are then totaled and correspond to a Star Level. Programs may also receive a provisional rating.</p> <p>Centers: Provisional=0-9 Points (or Learning Environment Score of 0) Star 1=10-17 points Star 2=18-25 points Star 3=26-33 points Star 4=34-42 points</p> <p>Homes: Provisional=0-9 Points (or Learning Environment score of 0) Star 1=10-17 points Star 2=18-25 points Star 3=26-33 points Star 4=34-42 points</p>
Method used to assess programs for infants/toddlers:	Yes. The Infant Toddler Environmental Rating Scale-Revised is used.

Method used to assess programs for school-aged children:	N/A
Different process used to assess family child care:	No
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	Licensing violation, rating expiration, program choice
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Qualistar partners with Resource and Referral agencies which employs coaches who work with programs after they are rated and receive their Quality Performance Profile.
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	There is an orientation to the Rating and then Resource and Referral coaches work with programs before they receive their ratings.

Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	5 categories
Site-specific names of categories used in the QRS:	Learning Environment Family Partnerships Training and Education Adult-to-Child Ratios and Group Size Accreditation

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
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Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p><u>Adult Child Ratio</u></p> <p>4 points: 0-17 Months- 1:5 18-23 Months- 1:5 24-35 Months- 1:7 36-47 Months- 1:10 48-71 Months- 1:12 30-71 Months- 1:10</p> <p>6 points: 0-17 Months- 1:4 18-23 Months- 1:4 24-35 Months- 1:6 36-47 Months- 1:9 48-71 Months- 1:10 30-71 Months- 1:9</p> <p>8 points: 0-17 Months- 1:3 18-23 Months- 1:3 24-35 Months- 1:5 36-47 Months- 1:8 48-71 Months- 1:8 30-71 Months- 1:8</p> <p><u>Group Size</u></p> <p>1 point: 0-17 Months- 6 18-23 Months- 6 24-35 Months- 10 36-47 Months- 16 48-71 Months- 16 30-71 Months- 16</p>

2 points:
 0-17 Months- 1-5
 18-23 Months- 1-5
 24-35 Months- 1-9
 36-47 Months- 1-15
 48-71 Months- 1-15
 30-71 Months- 1-15

Ratio and group size referred to within:

Adult-to-Child Ratios and Group Size

Source of evidence:

Observation

Comments:

Ratio and group size counts are conducted (8 times in full day centers, 4 in part day centers) Each count is awarded points based on the adult: child ratio and group size for the specific age group (where 50% of the children fall) using a point chart. Ratio points and group size points are added respectively and divided by the number of counts taken to determine the average for the classroom. If a classroom receives 0 points on 1 count, the overall score will drop 2 points. If a classroom receives 0 points on MORE than 1 count, the overall score for that classroom will be 0. The average group size and ratio points for each classroom are added together respectively and divided by the total number of classrooms to achieve a program's average group size points and ratio points. The program's average ratio points and average group size points are added to achieve the Ratio / Group Size component points.

Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:

No

Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:

No

Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
Environment Rating Scales (ERS) included:	Yes
Range of recognized ERS scores:	3.5 for 2 points – 6.00 for 10 points
Description:	2 points: 3.50 – 3.99 4 points: 4.00 – 4.69 6 points: 4.70 – 5.49 8 points: 5.50 – 5.99 10 points: 6.00 – 7.00
Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
Environment referred to within:	Learning Environment
Environment source of evidence:	Observation

Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children’s development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	No
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Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education, Training, Years of Experience
Indicators for directors include:	Education, Training, Years of Experience
Directors qualifications related to administration and management	No
Administrative and management qualifications included in the indicators:	N/A
Bachelors degree indicator for director:	Yes
Bachelors degree indicator for director at level:	2 points can be earned
Bachelors degree indicator for teacher:	Yes
Bachelors degree indicator for teacher at level:	6 points can be earned for a Bachelors degree in

a non-early childhood education field and 2000 hours experience; 7 points can be earned for a Bachelors degree in early childhood and 2000 hours experience

Bachelors degree indicator for assistant teacher:

No

Description:

At all point levels, teacher and administrators must have at least 2000 hours of experience.

Teachers:

1 point: 45 training hours over past 3 years or Non-credit CDA or 3 ECE credits

2 points: 6 ECE credits or Montessori Certificate

3 points: 15 ECE credits

4 points: 24 ECE credits

5 points: Associates degree in ECE or any Associates degree with at least 24 ECE credits

6 points: Bachelors or Masters or Ph.D. degree in non-ECE field

7 points: Bachelors or Masters or Ph.D. degree in ECE OR Bachelors or Masters or Ph.D. in non-ECE field with 24 ECE credits

Administrators:

1 point: Associates degree in ECE or any Associates degree with at least 24 ECE credits

2 points: Bachelors degree in ECE or any Bachelors degree with at least 24 ECE credits

3 points: Masters degree or Ph.D. in ECE OR Masters degree or Ph.D. with at least 24 ECE credits

Staff qualifications referred to within:

Training and Education

Staff qualifications source of evidence

Documentation submitted

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnerships indicators included:	Yes
Description:	<p>The following are requirements to earn points:</p> <ul style="list-style-type: none"> - New families receive written information on program philosophy, policies, procedures - The program offers information on parenting practices and child development. - The program provides information and activities to families to extend children’s learning experiences to home. - The program provides information to families on community resources / activities. - The program provides opportunities for staff and families to get to know one another. - The program shares information with families regularly about their child’s activities, interests, and behavior in the program (asked on Family Questionnaire only). - Families receive information on their child’s progress on a regular basis, using a formal mechanism such as a report or parent conference. - Families are included in planning and decision-making for the program. - The program asks families about their child’s activities, interests, and behavior at home (asked on Family Questionnaire only). - Families have a variety of opportunities available to take part in their child’s program (asked on Family Questionnaire only). - The program takes time to get to know what the family’s goals are for their children (asked on Family Questionnaire only). - Families understand how the program works to support their children’s development and learning (asked on Family Questionnaire only). - Families feel that their concerns are taken seriously and that their questions are answered (asked on Family Questionnaire only). - Families are kept informed of changes in the program (asked on Family Questionnaire only). - All staff members within the program communicate well with each other about needs

of individual children (asked on Family Questionnaire for early learning programs only).
 - Families are asked to evaluate the program at least annually (in addition to the Qualistar Family Questionnaire) (asked on Program Documentation Checklist only).
 - The program has a written plan for supporting program family partnerships that has stated goals/outcomes, a description of activities, and a timeline (asked on Program Documentation Checklist only).

Family partnerships referred to within:

Family Partnerships

Family partnerships source of evidence:

Program documentation submitted. In addition, programs must submit completed Family Questionnaires.

Comments:

To receive points on Family Partnerships 60% of Family Questionnaires distributed must be returned. Family Questionnaire responses are tallied for each question. 80% of responding families must answer that the program offers an activity to receive credit. To receive credit for family responses on the questionnaire, the program also needs to provide documentation that the activities on criteria 1 and 7 take place. A total of 48 raw points are possible to earn for the Family Partnerships component for early learning programs. 18 points can be earned from the Program Documentation Checklist. 30 points can be earned from the Family Questionnaire. The Family Questionnaire points and the Program Documentation points are added together to achieve raw points which are scaled against the table below.

- 34 - 38 raw points: 4 quality points
- 39 - 43 raw points: 8 quality points
- 44 - 48 raw points: 10 quality points

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	No
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Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included:	Yes
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If yes, accreditation is:	A standard for which points are awarded
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Comments:	Accredited programs receive 2 points.
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Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with

special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	5 categories
Site-specific names of categories used in the QRS:	Learning Environment Family Partnerships Training & Education Adult- Child Ratios & Group Size Accreditation

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	Yes
Description:	<p>Ratios</p> <p>8 points:</p> <ul style="list-style-type: none"> -1:6 children 2 to 13 years (no children under 2 years) -1:5 children 0 to 13 years, no more than 2 children under 2 years <p>7 points:</p> <ul style="list-style-type: none"> -1:8 children 2 to 13 years, at least 2 school age children (no children under 2 years) -1:7 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years <p>6 points:</p> <ul style="list-style-type: none"> -1:6 children 0 to 6 years, no more than 2 children under 2 years (no school age) - 1:4 children 0 to 13 years, 3 or 4 children under 2 years

5 points:

- 1:8 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years
- 1:6 children 0 to 13 years, no more than 3 children under 2 years

Group Size

2 points:

- 10 children, at least 2 school age children, none under 2 years
- 6 children, any under 2 years

1 point:

- 12 children, at least 2 school age
- 8 children, any under 2 years

Adult- Child Ratios & Group Size

Ratio and group size referred to within:

Source of evidence:

Observation

Comments:

Ratio and group size counts are conducted (8 in full day family child care programs, 4 in part day family child care programs). Each count is awarded points based on the adult: child ratio and group size for the specific age group (where 50% of the children fall) using a point chart (on page 6 of attached rating criteria). Ratio points and group size points are added respectively and divided by the number of counts taken to determine the average for the classroom. If a classroom receives 0 points on 1 count, the overall score will drop 2 points. If a classroom receives 0 points on MORE than 1 count, the overall score for that classroom will be 0. The average group size and ratio points for each classroom are added together respectively and divided by the total number of classrooms to achieve a program's average group size points and ratio points. The program's average ratio points and average group size points are added to achieve the Ratio / Group Size component points.

Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in

some QRSs.

Health and safety indicators included:	No
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Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	No
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Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
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Environment Rating Scales (ERS) included:	Yes
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Range of recognized ERS scores:	3.5 for 2 points – 6.00 for 10 points
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Description:	2 points: 3.50 – 3.99
	4 points: 4.00 – 4.69
	6 points: 4.70 – 5.49
	8 points: 5.50 – 5.99
	10 points: 6.00 – 7.00

Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
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Environment referred to within:	Learning Environment
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Environment source of evidence:	Observation
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Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	No
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Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	Education, Training, Years of Experience
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	Yes
Bachelors degree indicator for family child care provider at level:	8.5 points can be earned for a Bachelors degree in a non-early childhood education field; 10 points can be earned for a Bachelors degree in early childhood.
Description:	At all point levels, providers must have at least 2000 hours experience. 1 point: 45 training hours over past 3 years or Non-credit CDA or 3 ECE credits 2.5 points: 6 ECE credits or Montessori Certificate 4 points: 15 ECE credits 5.5 points: 24 ECE credits 7 points: Associates degree in ECE or any Associates degree with at least 24 ECE credits 8.5 points: Bachelors or Masters or Ph.D. degree in non-ECE field 10 points: Bachelors or Masters or Ph.D. degree in ECE OR Bachelors or Masters or Ph.D. in non-ECE field with 24 ECE credits
Staff qualifications referred to within:	Training & Education
Staff qualifications source of evidence	Documentation submitted

Family Partnerships (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnerships indicators included:	Yes
Description:	The following are requirements to earn points: -New families receive written information on program philosophy, policies, procedures.

- The program offers information on parenting practices and child development.
- The program provides information and activities to families to extend children's learning experiences to home.
- The program provides information to families on community resources / activities.
- The program provides opportunities for staff and families to get to know one another.
- The program shares information with families regularly about their child's activities, interests, and behavior in the program (asked on Family Questionnaire only).
- Families receive information on their child's progress on a regular basis, using a formal mechanism such as a report or parent conference.
- Families are included in planning and decision-making for the program.
- The program asks families about their child's activities, interests, and behavior at home (asked on Family Questionnaire only).
- Families have a variety of opportunities available to take part in their child's program (asked on Family Questionnaire only).
- The program takes time to get to know what the family's goals are for their children (asked on Family Questionnaire only).
- Families understand how the program works to support their children's development and learning (asked on Family Questionnaire only).
- Families feel that their concerns are taken seriously and that their questions are answered (asked on Family Questionnaire only).
- Families are kept informed of changes in the program (asked on Family Questionnaire only).
- All staff members within the program communicate well with each other about needs of individual children (asked on Family Questionnaire for early learning programs only).
- Families are asked to evaluate the program at least annually (in addition to the Qualistar Family Questionnaire) (asked on Program Documentation Checklist only).
- The program has a written plan for supporting program family partnerships that has stated goals/outcomes, a description of activities, and a timeline (asked on Program Documentation

	Checklist only).
Family partnerships referred to within:	Family Partnerships
Family partnerships source of evidence:	Program documentation submitted. In addition, programs must submit completed Family Questionnaires.
Comments:	<p>To receive points on Family Partnerships 75% of Family Questionnaires distributed must be returned. Family Questionnaire responses are tallied for each question. 80% of responding families must answer that the program offers an activity to receive credit. To receive credit for family responses on the questionnaire, the program also needs to provide documentation that the activities on criteria 1 and 7 take place.</p> <p>A total of 46 raw points are possible to earn for the Family Partnerships component for family child care programs. 18 points can be earned from the Program Documentation Checklist. 28 points can be earned from the Family Questionnaire. The Family Questionnaire points and the Program Documentation points are added together to achieve raw points which are scaled against the table below.</p> <p>32 - 36 raw points: 4 quality points 37 - 41 raw points: 8 quality points 42 - 46 raw points: 10 quality points</p>

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	No
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Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
If yes, accreditation is:	A standard for which points are awarded
Comments:	Accredited programs receive 2 points.

Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	No
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Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	No
Availability of preparatory process:	Yes
Describe preparatory process:	CCR&R's offer classes called "Getting Ready for Ratings" and "Orientation to the Rating"
Requires orientation:	No
Describe requires orientation:	Programs may attend CCR&R's classes which serve as orientation. However, these are not required.
Time from application to rating:	3-6 months
Can apply for particular rating:	No

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website, written information disseminated through QRS contractors/partners, information in languages other than English, assistance provided to non-English speaking parents
Outreach to providers:	Yes
Method of outreach to providers:	Website, conferences, written information disseminated via QRS contractors/partners
Outreach to public:	Yes
Method of outreach to public:	Website, written information disseminated via QRS contractors/partners
Percent of budget dedicated to marketing:	There is no marketing budget specific to the QRIS.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R
Describe how scores are used in the rating:	The minimum for the Learning Environment indicator is 2 points.
Frequency of observational assessment:	Every 2 years
Method for choosing classrooms to observe:	All classrooms are assessed.
Percent of classrooms observed in child care centers:	100%
Training for observers:	Yes. Quality Rating Specialists are trained to be reliable to 85% fidelity for each Environment Rating Scale tool.
Initial reliability required:	Yes. The Quality Rating Specialists go on three reliability visits with the state 'gold standard' and must score 85% fidelity to the Environment Rating Scale tool.
Ongoing reliability required:	Yes. After the 10th observation on an Environment Rating Scale tool, Quality Rating Specialists go on a re-reliability visit with the state 'gold standard' and must score 85% fidelity to the Environment Rating Scale tool.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Business practices, child assessment, environment assessment, language and literacy, safety, social and emotional development, specific curriculum
Total duration of training:	3 hours – 3 days based on need
Trainer approval process:	Yes
Target population for training:	All programs
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Content areas vary by what the program needs and coaching availability.
Onsite assistance frequency	Depends on need and funding
Length of onsite sessions	Depends on need and funding
Total duration of onsite assistance:	Depends on need and funding
Formal approval for onsite assistance provider:	No, although volunteer standards are expected to be used.
Target population for onsite assistance:	All providers
Comments about improvement process:	For target population in improvement processes, professional development is available to everyone.

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement:	Yes. Three counties provide tiered reimbursement depending on the age of children and star rating.
Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	Yes. T.E.A.C.H is available.
Wage enhancement	No
Retention bonus:	No
Improvement grants:	Yes. Improvement grants are available depending on funding stream and based on the communities. Grant money is also available to school readiness programs (funded by the Child Care and Development Fund).

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Qualistar Early Learning
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QRS lead type:	Non-profit organization
Overall funding amount for most recent fiscal year:	\$1,281,300
Overall funding sources:	Child Care Development Fund, Foundations (United Way, Community Foundation, Temple Hoyne Buell, Daniels Fund, others), County funding (fee for service)

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type :	Resource and Referral
Partner 1 name:	Qualistar Early Learning (Colorado Child Care Resource and Referral Network). There are 17 agencies total.
Partner 1 function:	Provide technical assistance and quality improvement services, provide system navigation support, provide financial incentives, manage communication/information dissemination
Work plan in place:	Yes
Partner 2:	Non-profit agency
Partner 2 name:	Clayton Early Learning
Partner 2 function:	Provide training and reliability for the Environment Rating Scale
Work plan in place:	Yes

Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	Subsidy agreements are county driven.
Professional development:	Yes
Description	Qualistar works with the Office of Professional Development.
Incorporation of other standards:	No

Evaluation

Status of evaluation :	Periodic Evaluation
List research questions for periodic evaluation:	<ol style="list-style-type: none"> 1. What are the characteristics of the Q-QRIS components as measures? 2. How closely related are the five Q-QRIS component measures? 3. Do providers that receive high scores on the Q-QRIS components also receive high scores on process-quality measures (the Caregiver Interaction Scale [Arnett, 1989] and the Pre-Kindergarten Snapshot [Howes, 1997]) that were chosen as criteria? 4. Is there a relationship between the star ratings and the individual Q-QRIS components and concurrent child outcomes? Is provider quality related to future child outcomes? 5. Which Q-QRIS components contribute most to child outcomes? 6. How should the components be combined into a Q-QRIS in a way that takes into account the relative contributions of the components to child outcomes? 7. Are there subgroups of children for whom the links between measures of child-care quality and child outcomes are stronger? 8. Did child-care quality improve over time?
Evaluator type:	External
Evaluator name (if external)	RAND Corporation
If external, was RFP issued:	Yes
Published reports to date :	Zellman, Perlman, Le, and Setodji (2008). <i>Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child Care Quality</i> . RAND Corporation.

Key Contacts

Category :	Overall management
Contact name:	Gladys Wilson
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Category :	Rating process (including on-site observations)
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Category :	Quality improvements and support
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Category :	Data systems, monitoring and evaluation
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References

- Qualistar Early Learning (2009). Qualistar Rating and Quality Improvement Funding Sources. http://www.qualistar.org/pdf/A_Guide_to_the_Qualistar_Rating.pdf. Retrieved September 1, 2009.
- Qualistar Early Learning (2008). Qualistar Rating Criteria Chart 2008. Denver, CO: Qualistar Early Learning.
- Zellman, G., Perlman, M., Le, V., Setodji, C.M (2008). Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child Care Quality. The RAND Corporation.



Qualistar Rating Criteria Chart 2008

1. Learning Environment	2. Family Partnerships	3. Training and Education	4. Adult-to-Child Ratios and Group Size	5. Program Accreditation
<p>Points are awarded based on average classroom scores on the ITERS-R[®] / ECERS-R[®] or FCCERS-R[®] Classroom Environment Rating Scale.</p> <p>Score for component: 0 -10 points</p>	<p>Points are awarded based on how well programs communicate with, collaborate with, and involve families. Information is collected through family questionnaires and program documentation.</p> <p>Score for component: 0 -10 points</p>	<p>Points are awarded to teachers, family child care providers, and center administrators based on their professional development level <u>AND</u> amount of experience, with criteria separated by position.</p> <p>Score for component: 0 -10 points</p>	<p>Points are awarded based on the average adult to child ratio and group size in each classroom or family child care program.</p> <p>Score for component: 0 -10 points</p>	<p>Points are awarded for receiving and maintaining national program accreditation through an approved organization.</p> <p>Score for component: 0 <u>OR</u> 2 points</p>

TOTAL QUALITY POINTS REQUIRED FOR EACH STAR LEVEL:

Please note: Program must earn at least 2 points on The Learning Environment component to receive a star level above Provisional.

Early Learning Programs and Family Child Care Programs

- Provisional = 0 - 9 points OR Learning Environment score of 0
- Star 1 = 10 - 17 points
- Star 2 = 18 - 25 points
- Star 3 = 26 - 33 points
- Star 4 = 34 - 42 points

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

1. Learning Environment (ITERS-R© / ECERS-R© / FCCERS-R©)

Scores from all classrooms are averaged.

Average of Classroom Scores	Points
1.00 – 3.49	0
3.50 – 3.99	2
4.00 – 4.69	4
4.70 – 5.49	6
5.50 – 5.99	8
6.00 – 7.00	10

2. Family Partnerships

- a. To receive points on Family Partnerships:
 - i. For Family Child Care Programs: 75% of Family Questionnaires distributed must be returned.
 - ii. For Early Learning Programs: 60% of Family Questionnaires distributed must be returned.
- b. Family Questionnaire responses are tallied for each question.
 - i. 80% of families must answer that the program offers an activity to receive credit.
- c. To receive credit for family responses on the questionnaire, the program also needs to provide documentation that the activities on criteria 1 and 7 take place.
- d. A total of 48 raw points are possible to earn for the Family Partnerships component for early learning programs.
A total of 46 raw points are possible to earn for the Family Partnerships component for family child care programs.
 - i. 18 points can be earned from the Program Documentation Checklist.
 - ii. For early learning programs: 30 points can be earned from the Family Questionnaire.
 - iii. For family child care programs: 28 points can be earned from the Family Questionnaire.
- e. The Family Questionnaire points and the Program Documentation points are added together to achieve raw points which are scaled against the table below.

Early Learning Programs

Raw Points	Quality Points
0 - 33	0
34 - 38	4
39 - 43	8
44 - 48	10

Family Child Care Programs

Raw Points	Quality Points
0 - 31	0
32 - 36	4
37 - 41	8
42 - 46	10

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Family Partnerships, continued

f. The following are the requirements to earn points.

Criterion			
<p>1. New families receive written information on:</p> <ul style="list-style-type: none"> a. program philosophy b. policies c. procedures 	<p>5. The program provides opportunities for staff and families to get to know one another.</p>	<p>9. The program asks families about their child’s activities, interests, and behavior at home. (asked on Family Questionnaire only)</p>	<p>13. Families feel that their concerns are taken seriously and that their questions are answered. (asked on Family Questionnaire only)</p>
<p>2. The program offers information on parenting practices and child development.</p>	<p>6. The program shares information with families regularly about their child’s activities, interests, and behavior in the program. (asked on Family Questionnaire only)</p>	<p>10. Families have a variety of opportunities available to take part in their child’s program. (asked on Family Questionnaire only)</p>	<p>14. Families are kept informed of changes in the program. (asked on Family Questionnaire only)</p>
<p>3. The program provides information and activities to families to extend children’s learning experiences to home.</p>	<p>7. Families receive information on their child’s progress on a regular basis, using a formal mechanism such as a report or parent conference.</p>	<p>11. The program takes time to get to know what the family’s goals are for their children. (asked on Family Questionnaire only)</p>	<p>15. All staff members within the program communicate well with each other about needs of individual children. (asked on Family Questionnaire for early learning programs only)</p>
<p>4. The program provides information to families on community resources / activities.</p>	<p>8. Families are included in planning and decision-making for the program.</p>	<p>12. Families understand how the program works to support their children’s development and learning. (asked on Family Questionnaire only)</p>	<p>16. Families are asked to evaluate the program at least annually (in <u>addition</u> to the Qualistar Family Questionnaire). (asked on Program Documentation Checklist only)</p>
			<p>17. The program has a written plan for supporting program-family partnerships that has stated goals / outcomes, a description of activities, and a timeline. (asked on Program Documentation Checklist only)</p>

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

3. Training and Education

Please note:

All child care programs must turn in transcripts – diplomas, licenses and / or credentials must be submitted.

Administrators are considered those who provide supervision of staff and / or provide curriculum implementation support whether they are on or off site employees of the organization.

- a) Individuals are assigned points based on their professional development level AND experience.
- b) The total number of hours all child care programs in the program work are calculated, the total number of hours all administrators work are calculated or the total number of hours all home providers work are calculated.
- c) Each individual's hours worked are divided by the total number of hours worked by all persons in that position, to get a proportion of the time each person contributes to the program.
- d) Each individual's points are multiplied by the proportion of time they work in the program.
- e) Each individual's weighted points are added together to obtain overall child care programs points, overall administration points or home provider points.
- f) In Early Learning Programs, Teacher points and Administrator points are added together to get overall Training and Education Points.

Early Learning Programs: Teachers

Training and Education	Experience	Points
Less than 45 training hours over past 3 years	Less than 2000 hours	0
45 training hours over past 3 years/ Non-credit CDA/ 3 ECE credits	2000 hours	1
6 ECE credits / Montessori Certificate	2000 hours	2
15 ECE credits	2000 hours	3
24 ECE credits	2000 hours	4
Associates degree in ECE or any Associates degree with at least 24 ECE credits	2000 hours	5
Bachelors / Masters / Ph.D. degree in non-ECE field	2000 hours	6
Bachelors / Masters / Ph.D. degree in ECE OR Bachelors / Masters / Ph.D. in non-ECE field with 24 ECE credits	2000 hours	7

Early Learning Programs: Administrators

Training and Education	Experience	Points
Less than an Associates degree	Less than 2000 hours	0
Associates degree in ECE or any Associates degree with at least 24 ECE credits	2000 hours	1
Bachelors degree in ECE or any Bachelors degree with at least 24 ECE credits	2000 hours	2
Masters degree / Ph.D. in ECE or Masters degree / Ph.D. with at least 24 ECE credits	2000 hours	3

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Training and Education, continued

Family Child Care Programs

Training and Education	Experience	Points
Less than 45 training hours over past 3 years	Less than 2000 hours	0
45 training hours over past 3 years/ Non-credit CDA/ 3 ECE credits	2000 hours	1
6 ECE credits/Montessori Certificate	2000 hours	2.5
15 ECE credits	2000 hours	4
24 ECE credits	2000 hours	5.5
Associates degree in ECE or any Associates degree with at least 24 ECE credits	2000 hours	7
Bachelors / Masters / Ph.D. degree in non-ECE field	2000 hours	8.5
Bachelors / Masters / Ph.D. degree in ECE OR Bachelors / Masters / Ph.D. in non-ECE field with 24 ECE credits	2000 hours	10

4. Adult-to-Child Ratios & Group Size:

- a. Counts:
 - i. Full Day Centers/Family Child Care Programs: 8 Ratio/Group Size counts are taken.
 - ii. Part Day Centers/Family Child Care Programs: 4 Ratio/Group Size counts are taken.
- b. Each count is awarded points based on the adult: child ratio and group size for the specific age group (where 50% of the children fall) from the chart below.
- c. Ratio points and group size points are added respectively and divided by the number of counts taken to determine the average for the classroom.
- d. If a classroom receives 0 points on 1 count, the overall score will drop 2 points. If a classroom receives 0 points on MORE than 1 count, the overall score for that classroom will be 0.
- e. The average group size and ratio points for each classroom are added together respectively and divided by the total number of classrooms to achieve a program's average group size points and ratio points.
- f. The program's average ratio points and average group size points are added to achieve the Ratio / Group Size component points.

Exceptions (EARLY LEARNING PROGRAMS Only):

- If 20% or more of children are 23 months or younger, the ratio required for the youngest age group within that 20% will be applied.
- If 50% or more of the children in a room are 72 months or older, the ratio required for the youngest child in the group will be applied, regardless of the percentage of the total they represent.

INDIVIDUAL COMPONENT SCORE REQUIREMENTS

Adult-to-Child Ratios & Group Size, continued

Early Learning Programs:

Points Assigned	0-17 Months	18-23 Months	24-35 Months	36-47 Months	48-71 Months	30-71 Months
Adult: Child Ratio						
0 points	1:6+	1:6+	1:8+	1:11+	1:13+	1:11+
4 points	1:5	1:5	1:7	1:10	1:12	1:10
6 points	1:4	1:4	1:6	1:9	1:10	1:9
8 points	1:3	1:3	1:5	1:8	1:8	1:8
Group Size						
0 points	7+	7+	11+	17+	17+	17+
1 point	6	6	10	16	16	16
2 points	1-5	1-5	1-9	1-15	1-15	1-15

Family Child Care Programs:

Points	Ratios:
8	1:6 children 2 to 13 years (no children under 2 years)
8	1:5 children 0 to 13 years, no more than 2 children under 2 years
7	1:8 children 2 to 13 years, at least 2 school age children (no children under 2 years)
7	1:7 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years
6	1:6 children 0 to 6 years, no more than 2 children under 2 years (no school age)
6	1:4 children 0 to 13 years, 3 or 4 children under 2 years
5	1:8 children 0 to 13 years, at least 2 school age children, no more than 2 children under 2 years
5	1:6 children 0 to 13 years, no more than 3 children under 2 years
	Group Size
2	10 children, at least 2 school age children, none under 2 years
2	6 children, any under 2 years
1	12 children, at least 2 school age children, none under 2 years
1	8 children, any under 2 years

Program Accreditation: If accrediting organization is recognized and certificate is active, 2 points are awarded.