



Delaware Stars Revision

August 2020



Delaware
Department of Education



Today's Session

- Facilitated by:
 - John Fisher-Klein from DOE
 - Kristy Sheffler from Delaware Stars
- First of several with DECC
- Use Chat Box to post questions
- For thoughts after the presentation, email John at john.fisher-klein@doe.k12.de.us



Leadership Team

Name	Title	Organization
Kimberly Krzanowski	Executive Director	Delaware Department of Education, Office of Early Learning
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Amber Shelton	Education Associate	Delaware Department of Education, Office of Early Learning
Cindy Brown	Education Associate	Delaware Department of Education, Office of Early Learning
Kristy Sheffler	Director, DE Stars	University of Delaware, Delaware Institute for Excellence in Early Childhood
Rena Hallam	Professor; Director, DIEEC	University of Delaware, Delaware Institute for Excellence in Early Childhood
Betty Gail Timm	Administrator, OCCL	Delaware Department of Education, Office of Child Care Licensing



Advisory Council

Name	Title	Organization
Belvie Herbert	Social Service Senior Administrator, CCDF Administrator	Delaware Health & Social Services
Susan Campbell	IDEA Part C Coordinator	Delaware Health & Social Services
Debra Taylor	Education Specialist	Head Start Collaboration Office
Heidi Beck	Director, & Director of Delaware Head Start Association	New Directions Early Head Start; University of Delaware; Delaware Head Start Association
Martha Buell	Professor	University of Delaware
Michelle Shaivitz	Executive Director	Delaware Association for the Education of Young Children (DAEYC)
Tracy Hudson	DASL Associate	University of Delaware, Delaware Academy for School Leadership (DASL)
Lucinda Ross	President Elect	Delaware Association for the Education of Young Children (DAEYC)
Jackie Wilson	Director	University of Delaware, Delaware Academy for School Leadership (DASL)
Veronica Commodore	Director, PD	University of Delaware, Delaware Institute for Excellence in Early Childhood
Toni Dickerson	Administrator	Sussex Preschools
Chris Basher	Chief Operating Officer	Boys and Girls Club of Delaware
Carrette Monsanto	Owner	Sunshine Home Child Care
Alison Travers	DASL Associate	University of Delaware, Delaware Academy for School Leadership (DASL)



RAND DE Validation

- Program quality increased modestly as star levels increased.
 - FCCs tended to have higher quality scores.
 - Children's executive functioning skills modestly higher in star level 5 programs
 - *Management & Administration* and *Qualifications & Professional Development* domains moderately (positively) related to children's cognitive skills.
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- Programs motivated to improve quality
 - Financial incentives catalyst for quality improvements
 - Programs highly value coaching in targeted areas
 - Programs report families largely unaware of Delaware Stars
 - State lacks effective data system



QRIS Validation Studies

- QRIS ratings show modest increases in program quality
- Quality levels generally in narrow range at mid-level
- May be important indicators that are associated with quality and impact outcomes not measured by QRIS (e.g. workforce)
- Some studies (~half) show small associations with executive functioning, social and emotional development
- Quality measurement needs improvement
- Many other areas need exploration – children’s engagement, continuity, stability, etc.

Revision Recommendations

- Revisit theory of change for QRIS design & implementation
- Identify intended outcomes, including beyond child outcomes
- Refine QRIS rating structure, reduce number of standards
 - Align with QRIS goals
- Strengthen TA (Specialty TA, coaching) and financial incentives to better support program quality improvement
 - Align with theory of change and expected outcomes
- Improve marketing to families
- Enhance data systems
 - Redesign effective, comprehensive, longitudinal database
 - Refine measurement and data collection for expected outcomes
 - Continue monitoring



DE Revision Goals

- Ratings are closely aligned to factors proven to improve and sustain child, family, workforce, and program outcomes.
- The Stars system incorporates multiple indicators of program quality.
- Each level of Stars incorporates a cycle of Continuous Quality Improvement (CQI).
- Equity and inclusion are demonstrated throughout the Stars system.
- The financial incentive and provider support structures are revised to better meet the needs of all programs and support CQI.
- Further align early childhood systems and create/improve data linkages.



Theory of Change

DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS THEORY OF CHANGE



This is the Theory of Change for the Delaware Early Childhood Education Systems with a specific focus on the Stars revision process.

GOALS FOR THE REVISED STARS

- Ratings are closely aligned to factors proven to improve child, family, workforce, and program outcomes
- The Stars system incorporates multiple indicators of program quality
- Each level of Stars incorporates a cycle of Continuous Quality Improvement (CQI)
- Equity and inclusion are demonstrated throughout the Stars system
- The financial incentive and provider support structures are revised to better meet the needs of all programs and support CQI

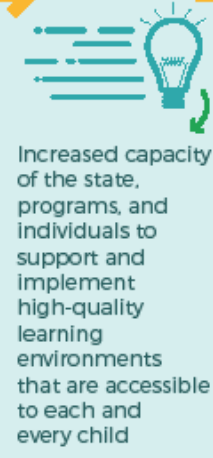
5 CORE PRINCIPLES FOR THE DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS

- 1 Whole-Child Development
- 2 Birth-Through-Third Grade Learning
- 3 Family Knowledge and Choice
- 4 Inclusion and Access for All
- 5 Collaboration Across Sectors, Agencies, and Organizations

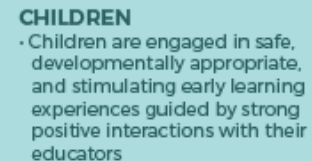
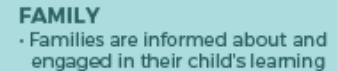
ACTIVITIES



OUTPUTS



SHORT/MEDIUM TERM OUTCOMES



IMPACT LEVEL CHANGE



LONG-TERM OUTCOMES

- An appropriate system to improve the quality of child care exists, including a QRIS
- An adequate supply of high-quality child care exists in the state where needed by families
- Community stakeholders are committed to promoting optimal child development
- Children are ready for the transition to school and other environments
- Each and every child and their family has access to high-quality early childhood programs

DATA-DRIVEN CONTINUOUS QUALITY IMPROVEMENT



Structure

- Hybrid model
- 3 broad, overarching concepts
 - Creating Conditions for Quality (foundational, required)
 - Building a Community of Care
 - Leading for Learning
- 7 standards
 - Higher level domain areas, each includes a set of Key Practices
- Key Practices defined by rubrics (*Improvement*)
 - Link to licensing regulations (entry level of rubrics)
 - Guide quality improvement across continuum
 - Align with points
 - Provide holistic feedback
- Verification is next step (*Rating*)

Revised Stars Standards

August 2020

Effective
Educators

Relationships
with Families

Relationships with
the Community

Relationships
with Children

Promoting
Children's Learning

Playful Learning
Environments

**CREATING CONDITIONS
FOR QUALITY**

Business Practices

Licensing Regulations



Standards (Draft)

High quality programs continuously strive to work towards meeting the following standards in order to promote positive outcomes for all young children and families they serve.

- Business Practices - ***Programs implement policies, procedures, and systems that support stable and strong business practices.***



Standards (Draft)

- Effective Educators - ***Programs promote a working environment centered around the well-being and professional growth of all educators.***
- Relationships with Families - ***Programs support families in their role as their child's first teacher and promote overall family well-being.***



Standards (Draft)

- Relationships with the Community - ***Programs establish community relationships that support children's learning, meet family needs, and align with program mission.***
- Relationships with Children - ***Programs support relationships between educators and children through intentional and responsive interactions.***



Standards (Draft)

- Promoting Children's Learning - ***Programs use developmentally, culturally, and linguistically appropriate approaches to support each child's learning and development.***
- Playful Learning Environments - ***Programs create playful indoor and outdoor learning environments that are healthy, safe, and child-centered.***

Business Practices

Programs implement policies, procedures, and systems that support stable and strong business practices.

Key Practices:

- Program has a mission that drives operations.
- Program implements an effective fiscal management system.
- Program implements an effective marketing plan.
- Program implements a comprehensive risk management plan.
- Program effectively recruits and orients staff.

Effective Educators

Programs promote a working environment centered around the well-being and professional growth of all educators.

Key Practices:

- Program creates an effective and positive organizational climate.
- Program promotes positive well-being for teachers and all staff.
- Program promotes professional growth for teachers and all staff.
- Program provides effective and meaningful supervision on teaching practices.
- Program supports competitive compensation and benefits attached to comprehensive qualifications.

Relationships with Families

Programs support families in their role as their child's first teacher and promote overall family well-being.

Key Practices:

- Program offers families practical opportunities to be involved and connected.
- Program supports parent-child relationships.
- Program communicates with families in responsive ways.
- Program promotes positive family well-being.
- Program empowers parents as leaders and lifelong educators.

Relationships with the Community

Programs establish community relationships that support children's learning, meet family needs, and align with program mission.

Key Practices:

- Program supports children's and families' transition to and from new learning environments.
- Program engages with community organizations to support the needs and learning experiences of all children.
- Program engages with community organizations to support the needs of all families.

Relationships with Children

Programs support relationships between educators and children through intentional and responsive interactions.

Key Practices:

- Program supports educators to guide children's behavior through intentional strategies.
- Program supports educators to authentically facilitate children's play to foster meaningful learning experiences.
- Program promotes communication and emotional expression of all children.
- Program seeks to build meaningful connections with all children and their primary caregivers over time.
- Program supports educators to foster a sense of community within the classroom.

Promoting Children's Learning

Programs use developmentally, culturally, and linguistically appropriate approaches to support each child's learning and development.

Key Practices:

- Program implements a comprehensive and research-based screening and is linked to follow-up.
- Program implements daily routines and developmentally appropriate activities that support children's learning and development.
- Program implements a comprehensive curriculum that aligns with program philosophy.
- Program engages in authentic assessment for all children.

Playful Learning Environments

Programs create playful indoor and outdoor learning environments that are healthy, safe, and child-centered.

Key Practices:

- Program promotes an environment that is responsive to the developmental, cultural and linguistic needs of children.
- Program creates and maintains an accessible learning environment that promotes children's interests, development and learning.
- Program provides accessible outdoor environments that promote curiosity and playful exploration.
- Program ensures all indoor and outdoor environments are healthy and safe.



Timeline

- Current task: Standards revision
 - Developing and revising standards
 - Developing and revising Key Practices
 - Developing and revising rubrics
- Fall 2020: Testing
 - training/coaching modules for business practices (underway now)
 - program/TA assessment and support around rubrics
 - verification process
- Winter 2020: Refinement
- Spring 2021: Roll-out Phase I



Feedback

- General thoughts and feelings about the standards?
- Can/should any standards be combined?
- General thoughts and feelings about the key practices?
- Is anything missing?



Questions & Feedback

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