



**Delaware**  
Department of Education

DELAWARE INSTITUTE FOR  
**Excellence in**  
**Early Childhood**

## QRIS REVISION

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*Discussion with Delaware Early Childhood Council*

*October 28, 2020*



# BACKGROUND REVIEW



# WHAT HAVE WE LEARNED FROM EVALUATION STUDIES IN OUR STATE?

- High participation in Delaware Stars – with differences for center-based and family child care programs
  - Family child care programs who exit or do not apply often report a mismatch between their practice and quality standards and/or overwhelming amount of work associated with Stars
- Participating programs rate QI supports highly (TA and Tiered Reimbursement)
- Participating programs have made great gains in current system, however, differences do exist by setting.
  - 70% of center-based programs at star-level 4 or above
  - 33% of family child care programs at star level 4 or above



# WHAT HAVE WE LEARNED FROM EVALUATION STUDIES IN OTHER STATES?

- Independent observations of quality tend to be positively rated with higher star level designations.
- Children's social-emotional and/or executive functioning skills tend to be positively related to center-based quality; particularly for children in the highest rated programs in most states who have conducted an evaluation. The results for family child care are mixed.
- Most all studies emphasize preschool-aged children with little to no attention on children with disabilities, infants and toddlers, and school-age populations.



# WHAT HAVE WE LEARNED FROM OTHER FIELDS/DISCIPLINES?

- Literature from K-12 education underscores the importance of leadership on quality improvement in schools.
- Research from the Healthcare field highlights the importance of Continuous Quality Improvement (CQI) and systems change approaches to promote sustainable quality improvement.
- New research on coaching across fields emphasizes that practice-based coaching with clearly articulated and achievable objectives promote behavior change in adults.



# RECOMMENDATIONS

- Revisit theory of change for QRIS design & implementation
- Identify intended outcomes, including beyond child outcomes
- Transition to a CQI approach
- Emphasize the importance of leadership at the program level
- Differentiate for FCC and school-age programs in ways that promote their strengths
- Refine QRIS rating structure, reduce number of standards
  - Align with QRIS goals
- Strengthen T&TA 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

# GOALS FOR REVISING DELAWARE STARS

- Ratings aligned with factors that improve & sustain child, family, workforce, and program outcomes
- Multiple indicators of program quality
- Continuous Quality Improvement consistently incorporated
- Equity and inclusion woven throughout
- Program & provider supports, including financial supports, designed to meet needs of all programs and support CQI
- Further align Delaware early childhood systems and improve data linkages



# WHERE ARE WE?

- Dec 2017: Began revision process
- 2018: Planning and Data Collection
  - RAND evaluation
  - Additional state evaluations
  - Community Conversations
  - Listening Sessions
  - Surveys
- Spring 2019: Project management consultation; Create advisory team
- Summer 2019: Theory of Change
- Fall 2019: Structural Recommendations
- Winter 2020: Adjusted Structure
- Spring-Summer 2020: Identified Standards, Key Practices, Pathways



# DELAWARE EARLY CHILDHOOD EDUCATION SYSTEMS THEORY OF CHANGE

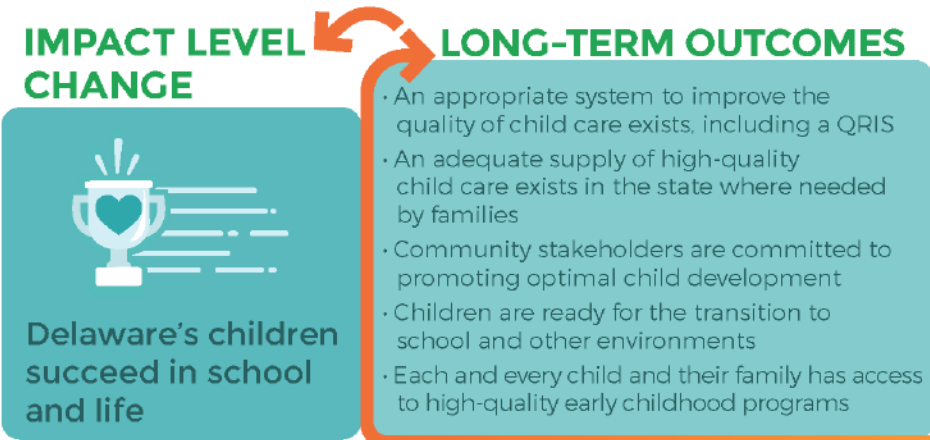
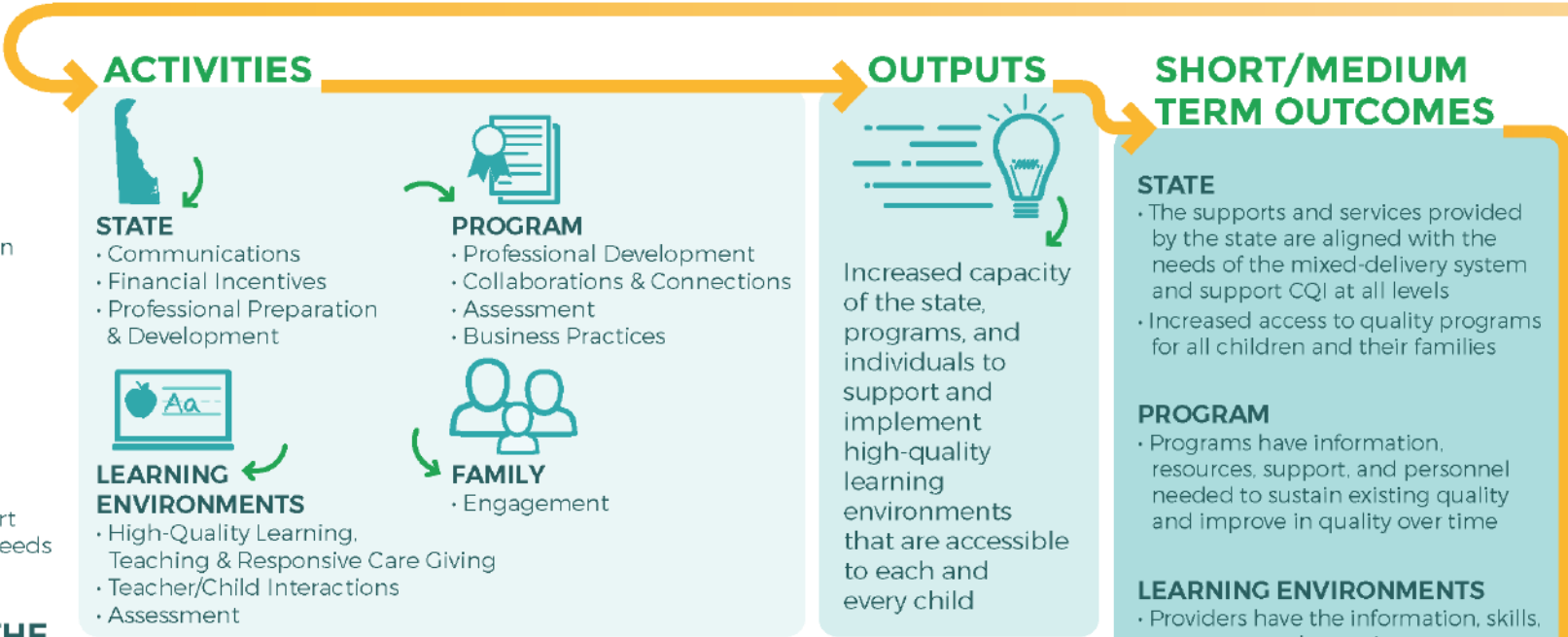
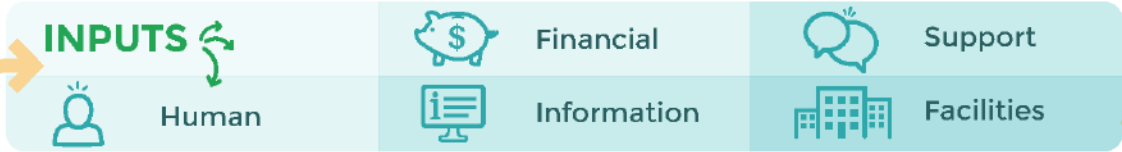
This is the Theory of Change for the Delaware Early Childhood Education Systems with a specific focus on the Stars revision process.

## 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



# STRATEGIC PLAN CONNECTIONS

## Access to Holistic Services

- Family Engagement
- Standards
- Program/Professional Supports

## Navigate a Simple System

- Financial Supports
- Alignment with OCCL
- Data Systems

## Access to High Quality Programs

- OCCL alignment
- Financial Supports
- Standards
- Family Engagement

## Partnerships with Professionals

- Professional Development System
- Workforce concerns

# REVISED MODEL



# REVISION WEBPAGE

- <https://www.delawarestars.udel.edu/qris-revision-update/>
- Background & Goals
- Revised Model Introduction
- Review & Upcoming Plans
- Feedback/Discussion Opportunities
- Updates

# QRIS





- 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 implements varied procedures to recruit and orient staff.

# Business Practices

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

## BP Key Practice 1: Program has a mission that drives operations.

Entry	Emerging	Developing	Advanced
<p>DELAWARE Regulations for Early Care and Education and School-Age Centers:</p> <p><a href="#">15. Governing Body</a>  <a href="#">23. Center Policies- Parent/Guardian Handbook</a>  <a href="#">28. General Qualifications</a>  <a href="#">32. Orientation</a>  <a href="#">73. Program Goals and Planning</a></p>	<ul style="list-style-type: none"> <li>Program leaders develop a mission statement using a site’s core values, the features that are unique to the program and benefits those features bring to children and families served by the program.</li> </ul>	<ul style="list-style-type: none"> <li>Program leaders create a shared mission with the educators in the program and uses this information to update their current mission statement if needed.</li> <li>Program leaders facilitate staff understanding of program mission and strategic goals.</li> <li>Program leaders connect to and reflect the program mission in center policies.</li> </ul>	<ul style="list-style-type: none"> <li>Program leaders create a mission-based culture by aligning the vision of the mission with what occurs within the program.</li> <li>Program leaders use program mission to drive future planning.</li> <li>Program leaders collaborate with families and community partners to engage them with the program’s mission.</li> </ul>

# UPCOMING

## TRANSITION OVERVIEW



Prioritizing Quality Improvement, then shift to Verification

- 1) Develop QI supports
- 2) Implement QI supports, test Verification/Rating
- 3) Implement *practice* Verification

Centers begin in October;

3 month delayed start for family & school-age only programs

Systems Decisions Remain



Verifications of the 2014 standards will not resume

No Harm year, for programs to engage with the revised system before “official” verifications begin



## UNDERSTANDINGS



# TIMELINE

## Center Programs

- Oct-Dec 2020:  
testing standards  
developing training & TA
- Jan-Jun 2021:  
delivering training & TA  
testing verification processes
- Jul-Dec 2021:  
practice verifications

## Family & School-Age programs

- Jan-Mar 2021:  
testing standards  
developing training & TA
- Apr-Sep 2021:  
delivering training & TA  
testing verification processes
- Oct 2021-Mar 2022:  
practice verifications

## Systems Decisions

- Jan-Mar 2021:  
verification processes determined,  
alternate pathways determined,  
OCCL alignment
- Mar 2021:  
observation tool(s) finalized
- Jan-Apr 2021:  
data systems development

# DISCUSSION & FEEDBACK OPPORTUNITIES



## FOCUS GROUPS

Program Leaders  
Program Educators  
School Districts  
Head Start Programs  
Family Professionals  
School-Age Professionals  
Non-Stars Professionals



## GROUP FEEDBACK

DECC  
Sussex Council  
Wilmington Council  
Director's groups



## INDIVIDUAL FEEDBACK

Question/Comment Box  
Delaware Stars TAs  
Program & Professional  
Supports



## TRAINING / COACHING

Strengthening Business  
Practice series  
CPA: BOQ

# LIST OF RESOURCES USED IN QRIS REVISION:

- RAND Evaluation of Delaware Stars for Early Success
- OPRE Validation of the Quality Ratings Used in Quality Rating and Improvement Systems (QRIS): A Synthesis of State Studies
- Anne E. Casey foundation
- The Maryland Family Engagement Coalition
- National Association for the Education of Young Children
- Office of Head Start
- Preventexpulsion.org  
practice verifications
- National Center for Early Childhood Quality Assurance
- National Center on Early Childhood Development, Teaching, and Learning
- National Center for Children in Poverty
- National Center on Immigrant Integration Policy
- U.S. Department of Education
- Inclusive Classroom Profile
- Preschool Outdoor Environment Measurement Scale



# THANK YOU

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