Child Care Quality Rating and Improvement System (QRIS) and Performance Management

PPMRN 5th Annual Conference – Trenton, NJ
September 21, 2012
Early Care and Education

• 1870 – First public Kindergarten opened in the United States in St. Louis.
• 2005 – 60%+ all children enrolled in some type of child care program
• 2010 – Over 11 million children in some type of child care arrangement.
  – Children in programs on average 36 hours per week.
  – At least a third of children have multiple care arrangements
Early Care and Education

Impacts of Early Education Programs on Young Children…

- Early Brain Development Scientific Findings
- High Scope / Perry Pre-school Study (2005)
- IDS PreK Study (1985)
- Chicago-Parent Study (2000)
Early Care and Education

US DHHS, ACF, Office of Child Care – Child Care and Development Fund

- $5.2 Billion Fiscal Year 2012
- 2007 – CCDF served on average 1.71 million children per month
- Assists low income families in obtaining child care so they can work or attend training/education.
- States must use a minimum of 4% for quality improvement activities.
Why PFM?

- Increased focus on performance measurement and management, “New Public Management” at all levels of government and in non-profit sectors.
- ECE programming often very disperse, across many agencies and sectors...hard to see a coherent “whole”.
- Increased focus on School Readiness by policy makers.
- ECE literature hints at elements of PFM – not really a focus.
### US DHHS, ACF – High Priority Goals

#### Child Care

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>FY 2009 Result</th>
<th>FY 2010 Result</th>
<th>FY 2011 Target</th>
<th>FY 2012 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the average monthly number of children served through the Child Care and Development Fund (CCDF).</td>
<td>Not Yet Available</td>
<td>Maintain 100,000 children and serve an additional 10,000 children (Result Not Yet Available)</td>
<td>Maintain 200,000 children and serve an additional 90,000 children²</td>
<td>Maintain 100,000 children and serve an additional 120,000 children³</td>
</tr>
<tr>
<td>Expand the number of states with Quality Rating and Improvement Systems (QRIS) that meet high quality benchmarks for Child Care and other early childhood programs developed by HHS in coordination with the Department of Education.</td>
<td>n/a</td>
<td>Convened meeting of over 50 subject matter experts to inform the development of high quality benchmarks within the framework of QRIS.</td>
<td>Provide continuing TA services to at least 20 states/territories and intensive TA services in an additional 10 states/territories; provide public access to online systems building and planning tools.</td>
<td>Increase the number of states/territories meeting benchmarks of a high quality QRIS; specific targets will be established in FY 2011, once baseline data is available.</td>
</tr>
<tr>
<td>CCDF PERFORMANCE MEASURES</td>
<td>Year</td>
<td>Target</td>
<td>Result</td>
<td></td>
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<tr>
<td>----------------------------</td>
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<td>Maintain the proportion of children served through Child Care and Development Fund (CCDF), Temporary Assistance for Needy Families (TANF), and Social Services Block Grant (SSBG) child care funding as compared to the number of children in families with income equal to or less than 85 percent of State Median Income. (Outcome)</td>
<td>2012</td>
<td>18%</td>
<td>Mar-14</td>
<td></td>
</tr>
<tr>
<td><strong>Increase the number of states that implement Quality Rating and Improvement Systems (QRIS) that meet high quality benchmarks. (Developmental Outcome)</strong></td>
<td>2012</td>
<td>TBD</td>
<td>Oct-12</td>
<td></td>
</tr>
<tr>
<td>Increase the number of states that implement professional development systems that meet benchmarks for providing a career path for early care and afterschool educators. (Developmental Outcome)</td>
<td>2012</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Increase the number of states that have implemented state early learning guidelines in literacy, language, pre-reading, and numeracy for children ages three to five that align with state K-12 standards and are linked to the education and training of caregivers, preschool teachers, and administrators. (Outcome)</td>
<td>2011</td>
<td>40</td>
<td>Mar-12</td>
<td></td>
</tr>
<tr>
<td>Increase the number or percentage of low-income children receiving CCDF subsidies who are enrolled in high quality care settings. (Developmental Outcome)</td>
<td>2012</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
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Quality Rating and Improvement Systems in Early Care and Education

• Over half of the states have QRISs in some stage of development.

• Two primary goals:
  – To improve child outcomes across a range of ECE settings by encouraging providers to meet high standards.
  – To help parents choose arrangements that meet their needs based on the quality ratings programs have achieved.
<table>
<thead>
<tr>
<th>Step</th>
<th>FCCH</th>
<th>FCCH %</th>
<th>CB / HS</th>
<th>CB / HS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>386</td>
<td>69</td>
<td>212</td>
<td>44</td>
</tr>
<tr>
<td>Step Two</td>
<td>90</td>
<td>16</td>
<td>90</td>
<td>18</td>
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<tr>
<td>Step Three</td>
<td>54</td>
<td>10</td>
<td>42</td>
<td>9</td>
</tr>
<tr>
<td>Step Four</td>
<td>30</td>
<td>5</td>
<td>138</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>560</td>
<td>100</td>
<td>482</td>
<td>100</td>
</tr>
</tbody>
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Quality Rating and Improvement Systems in Early Care and Education

Core Elements:

- Program Standards
- Supports for Programs and Practitioners
- Financial Incentives and Supports
- Quality Assurance and Monitoring
- Consumer Education
QRIS System Logic Model

**ENVIRONMENT AND GOAL STATEMENT**
- QRIS Environment: Characteristics of children, families, providers, and community served by QRIS
- Description of what the QRIS is and does
- Expectations and goals of the QRIS
- List of QRIS stakeholders

**INPUTS**
- Legislation
- Funding levels
- Administrative structure
- Number and qualifications of staff
- Standards or quality indicators

**ACTIVITIES**
- Assess providers
- Assign ratings
- Validate standards
- Provide supports for quality improvement

**OUTPUTS**
- Number of providers rated
- Number of providers that received supports for quality improvement
- Number of families receiving information about ratings and using other QRIS resources

**OUTCOMES**
- **Short-term**
  - Providers learn about QRIS
  - Providers implement quality improvements
  - Providers are rated
- **Medium-term**
  - Parents learn about ratings
  - Parents use ratings for decisions on child care
  - Improved child outcomes
- **Long-term**
  - Providers consistently earn high ratings
  - More children get high-quality care

**EXTERNAL INFLUENCES, OTHER PROGRAMS**
- Changes in political climate and priorities, and changes in social, physical, and institutional settings
State System Model for ECE Programming

- Governance
- Standards
- Research & Development
- Financing
- Communications
- Monitoring
- Provider /Teacher Supports
- Families Supported and Children Thriving
Performance Management Framework... (NPMAC, 2010)

1. A results focus permeates...
2. Information, measures, goals, priorities, activities are relevant...
3. Information related to performance is transparent-easy to access.
4. Goals, programs...are aligned with desired results.
5. Decisions driven by accurate data.
6. Practices are sustainable over time...
7. PM transforms organization...
Integrating QRIS - State ECE System

Governance

Provider/Teacher Supports

Standards

Monitoring

Families Supported and Children Thriving

Communications

Financing

QRIS Policy & Shared Goals

Performance Measures

Program Quality & Child Outcomes

Incentives & Tiered Reimbursement

PD and TA Aligned with Program and Child Outcomes

Research & Development

Consumer Education

PD and TA Aligned with Program and Child Outcomes
Governance

• Definition - Structures, processes and policies that enable the ECE system to function consistently, effectively, and efficiently.

• Within-Government Governance:
  – Authority distributed across many agencies.
  – QRIS focus: Quality standards another form of accountability along with licensing and enforcement systems.
  – Unified data systems, longitudinal performance measures for child/youth/young adult outcomes.
Standards

• Tiered Program Quality Standards
• Focus on School Readiness and Success
• Focus on Teacher Knowledge and Skills
• Focus on Overall Program Quality
• Align Program Quality Standards Across Different ECE Programs
• Standards promote effective teaching
• Standards promote child health and well-being / needs of all children
• Promote Family Engagement
Monitoring

• Track state and local level program performance.
• Validated assessment tool(s) to conduct program assessments.
• Coordination of monitoring functions across sectors – avoid duplication of efforts.
• Design and implement performance management processes to best use data for decision-making.
• Ensure ongoing validity and appropriateness of program quality standards.
Provider – Practitioner Support

• PD supports provide a “pathway” for career development.
• PD and TA aligned with child outcomes – expectations for school readiness and success.
• Funding for PD and TA activities is performance based.
If we only had higher quality child care programs more children would enter school ready to learn…

- Increased Recognition of Importance of Early Childhood for Policy Makers
- New Federal and State Policy focus on QRIS
- Principles of PM and Establishment of Measures/Standards
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References…


