

# QUALITY COUNTS

## Trends from Miami-Dade's Quality Rating Improvement System (QRIS)

One Goal Conference

July 22, 2010



# QUALITY COUNTS

## Session Overview

- The provider experience
- Using technology systems
  - WELS-Web-based Early Learning System
  - Registry
- Q&A discussion

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## Miami-Dade QRIS

- Part of QRIS Multi-County Collaborative
- Voluntary and open to all providers
- All sectors working together as a coherent early care and education system: 430 Programs

Center Based: 255 Family Child Care: 69	Public Schools: 20 Head Start: 80 RCMA: 6
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- Multiple partners: Trust, ELC, Ready Schools
- Leveraged funding \$10 million
- Contracted service providers

Technical Assistance Assessment Grants & Awards	Scholarships & Stipends Data management Registry - WELS
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**STEP 1: Overview of Quality Counts**

**STEP 2: Application**

**STEP 3: Selection**

**STEP 4: Link to Technical Assistance and  
Career Center**

**STEP 5: Self-Study Training**

**STEP 6: Self-Study**

**STEP 7: Formal Assessment**

**STEP 8: Baseline Assessment Score or Star Rating**

**STEP 9: Quality Improvement Plan**

**STEP 10: Access to Supports: Grants & Awards,  
Training, WAGE\$, and Scholarships**

**STEP 11: Continuous Quality Improvement**

**STEP 12: Renewal**

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## Miami's Data Driven System

- **WELS – Web-Based Early Learning System** automates and streamlines the way data is collected managed and reported
- Has the unique capability to capture, track and utilize data from any number of sources
- **Professional Development Registry** collects workforce data for analysis and planning



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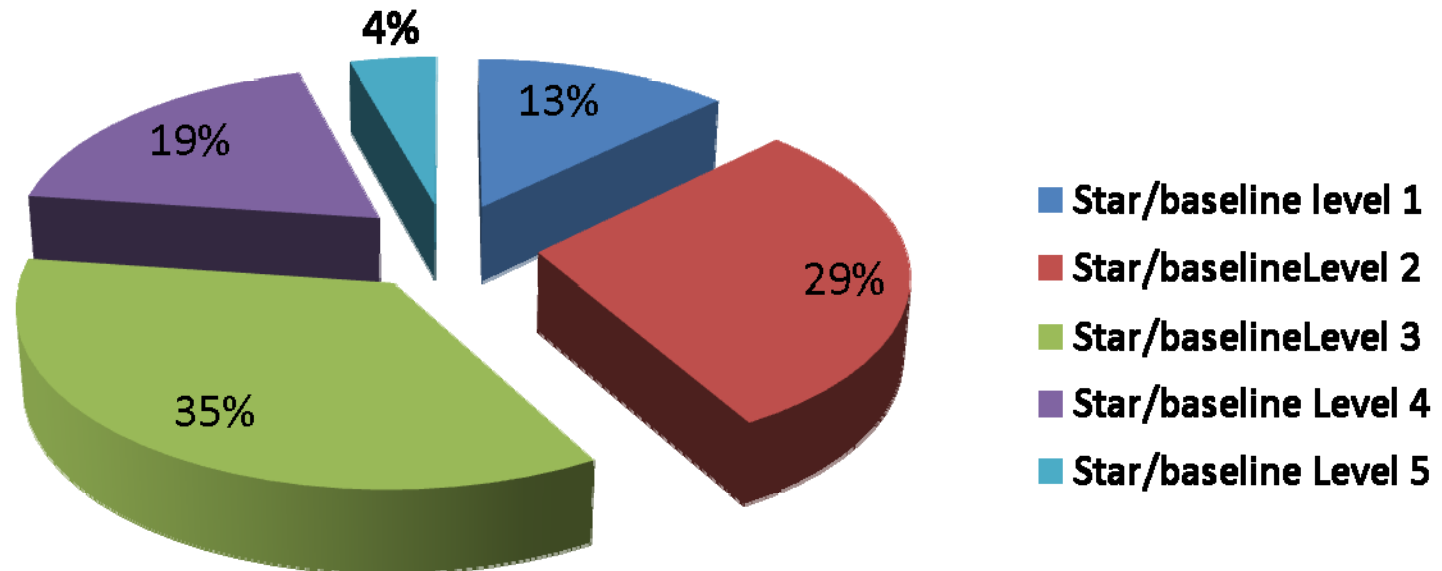
## QRIS DATA FLOW MIAMI-DADE COUNTY



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## Ratings as of 7/1/10

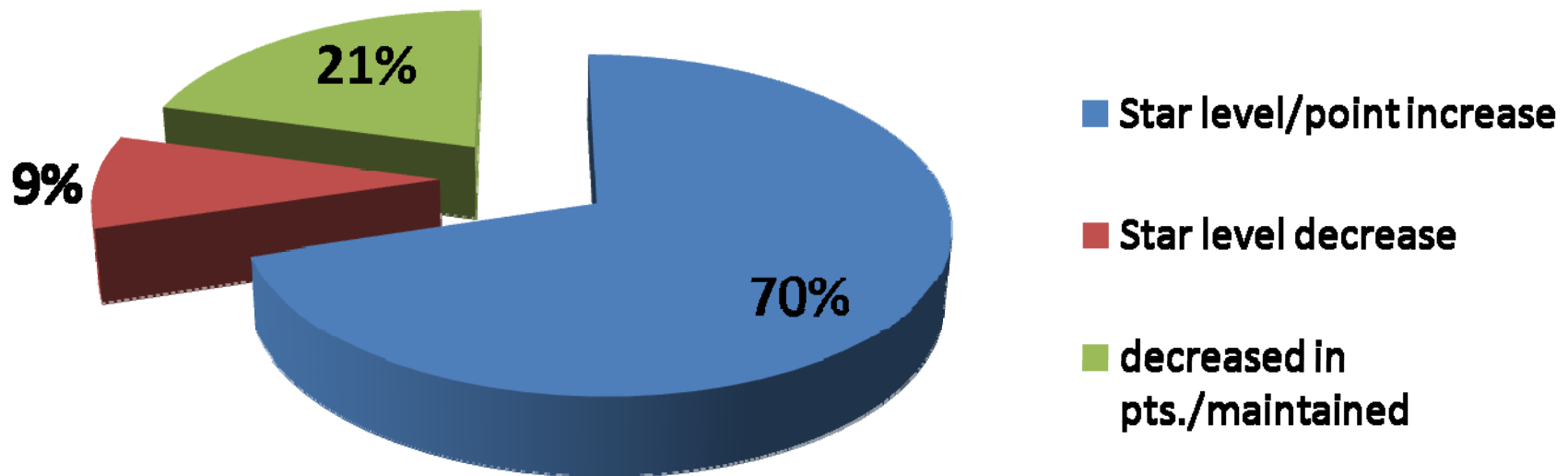
\*Inclusive of baseline and star ratings



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Star rating breakdown as of 7/1/10

## Providers



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A registry informs the system and holds enormous potential for:

- Individuals
- Trainers
- Programs / Employers
- State Agencies
- The ECE Field



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## The Professional Development Registry - More than just a database

- Currently over 5,400 records in the Registry
- Verification of education documentation is a key component to the Registry's working procedures
- Careful procedures must be developed in order to ensure standard verification
- Compliance with The National Registry Alliance Standards



Summary  
Demographics  
Contact Details  
Employment  
Education  
Prof. Quals  
Trainer  
E-mail client  
Scholarship

## Person Information

\*Starred fields are required

### Registry Specific

Assigned Registry ID

\*Status

### Personal Information

\*SSN

\*Birth Date  /  /

Gender

\*First Name

MI

\*Last Name

Previous Last Name

### Demographics

Race

Ethnicity

Country of Origin

Primary Language

Second Language

### Registry Information Forms

Listed in order of date added, newest first.

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## Overview



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## Practitioner Access Portal



**User login**

E-mail or Registry ID: \*

Password: \*

- [Create new account](#)
  - [Request new password](#)

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Providing leadership, advocacy and professional development services to achieve high quality, affordable and available early care and education programs for all children.

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### Welcome to the Children's Forum Online Registry Participant Services

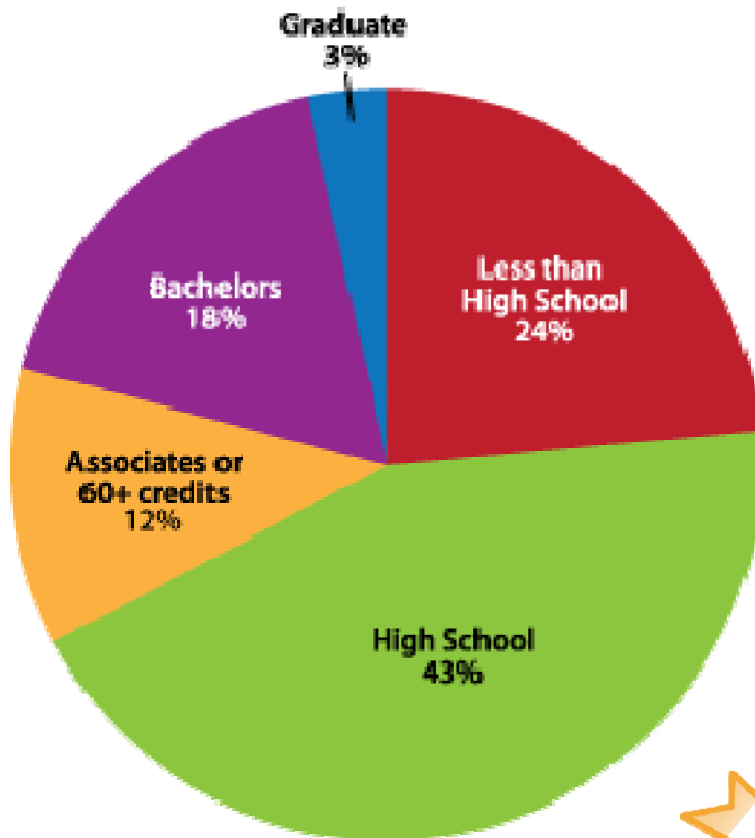
Welcome to the Children's Forum Online Registry Participant Services. If you are seeking to join the Professional Development Registry, please be sure to fill out, sign, and send in the **Registry Information Form**. We can not enable your account until we have a signed copy of this form on file from you.

[Why should I join?](#)

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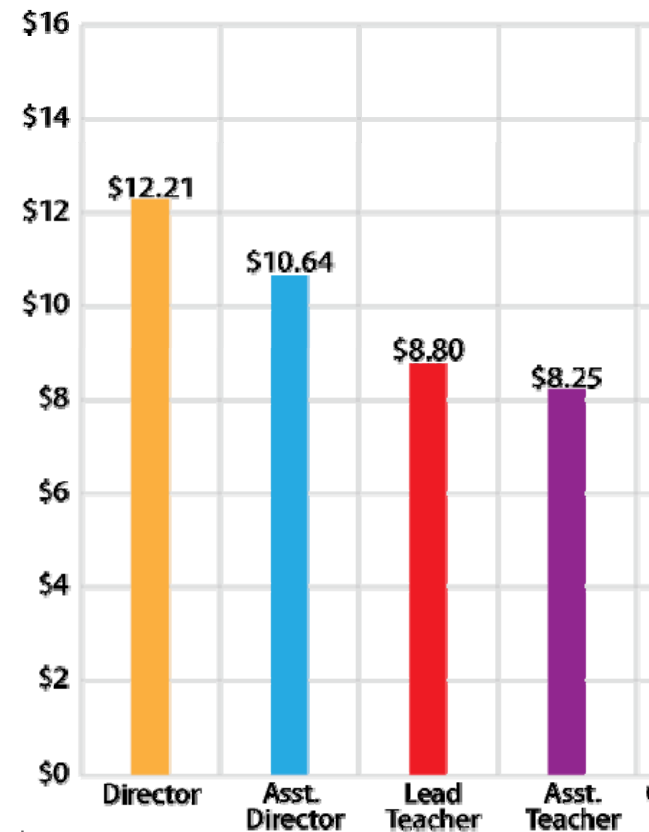
## Workforce data for analysis and planning

### Highest Education Levels



As of 7-15-10

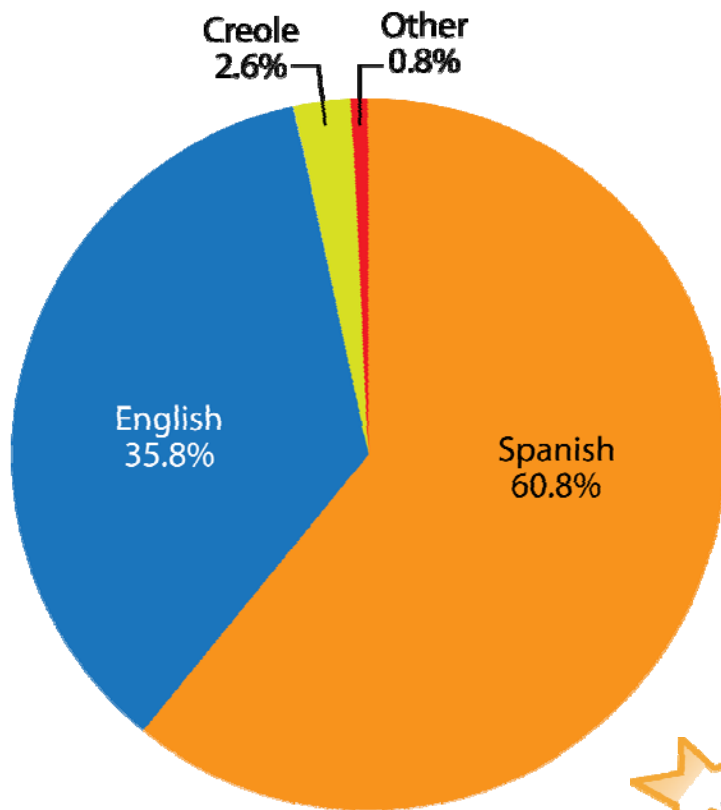
### Average Pay by Position



N = 4,817

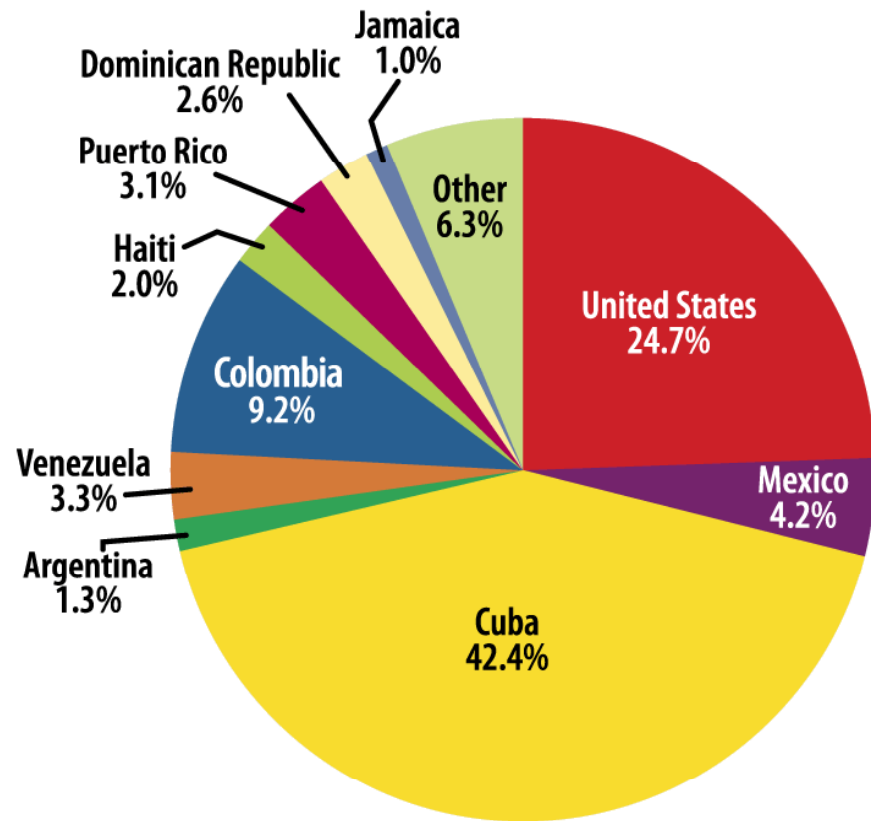
# QUALITY COUNTS

## Primary Language



As of 7-15-10

## Country of Origin

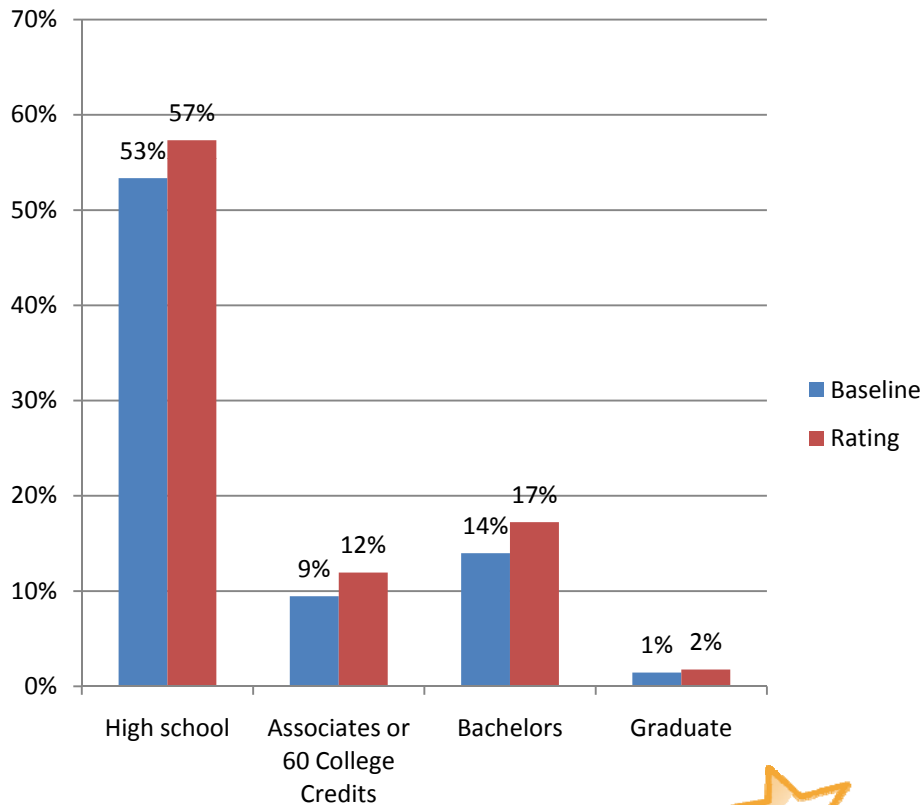


N = 4,208

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## Highest Degree Earned from Baseline to Rating

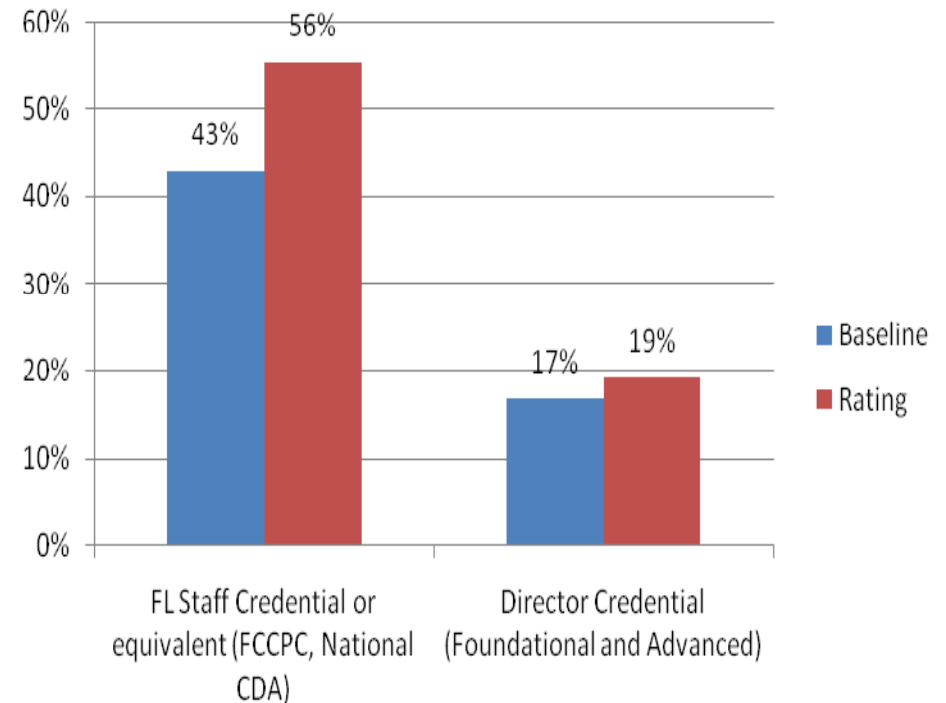
(percentage of whole)



As of 7-15-10

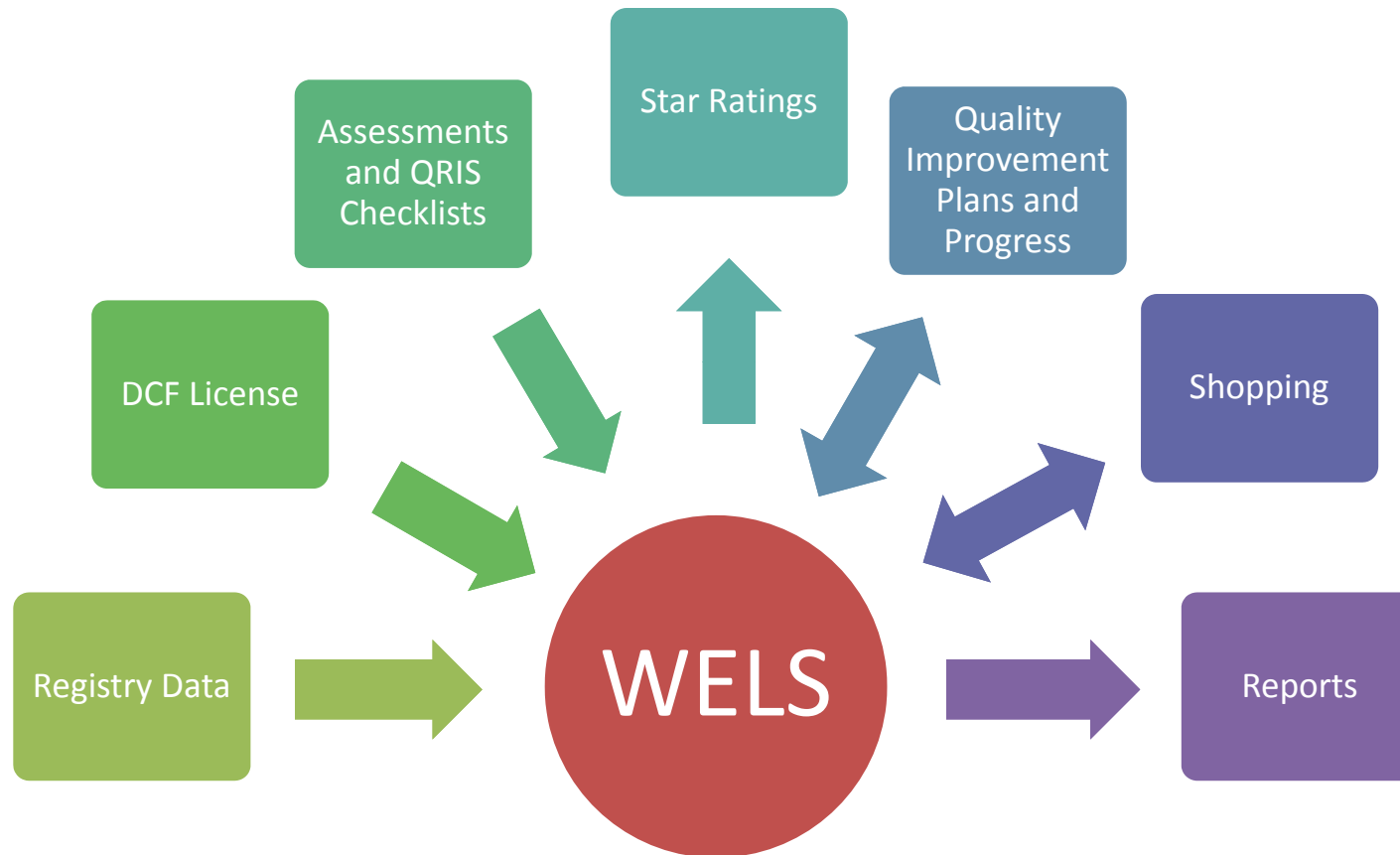
## Highest Credential Earned from Baseline to Rating

(percentage of whole)



N = 2,210

# QUALITY COUNTS



# QUALITY COUNTS

**WELS produces quality ratings.**

QCounts Application   Rate this Site   Defer   Close History

**SAIL AWAY DEVELOPMENT CENTER**  
7/14/2009 2:23:15 PM

★ ★ ★ ★ ★

CRITERIA	POINTS EARNED
Learning Environment Points	14 of 20
Professional Development Points	5 of 5
Ratio/Group Size Points	3 of 5
Family Engagement Points	5 of 5
Program Administration Points	5 of 5
Curriculum Points	2 of 5 (excluded from totals)
Bonus Points	5 of 6
<b>Total Points</b>	<b>37 of 40</b>

**History**

Date	Rating	Status	
7/14/2009	5	Converted	
5/20/2008	5	Baseline	

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**WELS simplifies the quality improvement process through flexible, individualized plans.**

Automatically identifies next steps to improve each indicator to inform individualized quality improvement plans.

ECERS-R Learning Environment

**Goal:** [To improve the quality of the environment throughout the center so that all staff can best meet the needs of the children they serve by providing meaningful activities and positive interactions where all children can safely grow and learn.](#)

**New Action Plan**

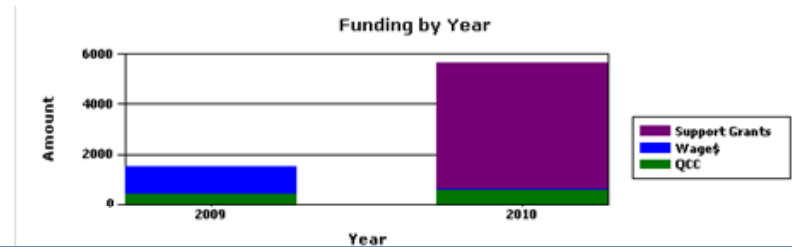
1	<b>Subscale:</b> Space and Furnishing	<b>Item:</b>
<b>Action Plan:</b> Support children's need for re apart.		
<b>Resources needed:</b> Create a floor plan wit		
<b>Training needed:</b>		
<b>Person responsible:</b> (Director)	<b>Target</b>	

**Action Plan**

<b>Subscale:</b> Language-Reasoning	<b>Item:</b> Books and pictures Books and pictures Using language to develop reasoning skills Informal use of language	
<b>Action Plan:</b>		
<b>Resources needed:</b>		
<b>Training needed:</b>		
<b>Person responsible:</b> Name:	<b>Target completion date:</b>	<b>Progress:</b>

# QUALITY COUNTS

**WELS provides Site Funding and Rating Analysis over time for individual programs.**



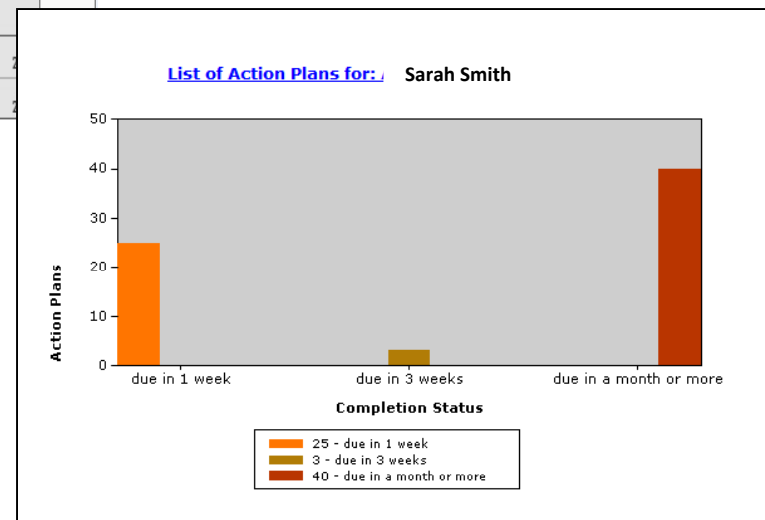
	2009	2010	Total
QCC	\$430.00	\$538.00	\$968.00
Wage\$	\$1,075.00	\$100.00	\$1,175.00
Support Grants		\$5,000.00	\$5,000.00
<b>Total</b>	<b>\$1,505.00</b>	<b>\$5,638.00</b>	<b>\$7,143.00</b>



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WELS aggregates reports for systematic analysis and documentation.

Quality Rating Hours																	
Summary																	
		Cohort 1			Cohort 2			Cohort 3			Cohort 4			Cohort 5			
		Sites	Hours	Average	Sites	Hours	Average	Sites	Hours	Average	Sites	Hours	Average	Sites	Hours	Average	
Child care facility (licensed)	Family Central, Inc	1	3	290	97	3	290	97	3	290	97	3	290	97	3	290	97
		2	10	1013	101	10	1013	101	10	1013	101	10	1013	101	10	1013	101
		3	8	768	96	8	768	96	8	768	96	8	768	96	8	768	96
		4	1	85	85	1	85	85	1	85	85	1	85	85	1	85	85
		5	1	27	27	1	27	27	1	27	27	1	27	27	1	27	27
		Total	23	2183	95	23	2183	95	23	2183	95	23	2183	95	23	2183	95
Total		23	2138	95	23	2138	95	23	2138	95	23	2138	95	23	2138	95	



# QUALITY COUNTS



**QUALITY COUNTS**  
Striving for Five Star Early Learning



**WELS aggregates site data to show strengths.**

## STRENGTHS: LEARNING ENVIRONMENT

				5	6	7	Total
<b>FCCERS</b>	Parents and Providers	Balancing personal and caregiving responsibilities	Cohort FCCH 1	0	5	8	13
			Cohort 2	2	6	26	34
			Cohort 1	0	0	2	2
	Provisions for professional needs	Cohort FCCH 1	1	3	9	13	
		Cohort 2	1	1	23	25	
		Cohort 1	0	1	2	3	
	Personal Care Routines	Greeting/departing	Cohort FCCH 1	0	0	10	10
			Cohort 2	0	1	22	23
	Parents and Providers	Provisions for parents	Cohort 1	0	0	2	2
			Cohort FCCH 1	0	1	12	13
			Cohort 2	2	5	24	31

## STRENGTHS: LEARNING ENVIRONMENT


				5	5.5	6	6.4	7	Total
<b>ECERS</b>	Personal Care Routines	Greeting/departing	Cohort 3	0	0	4	0	21	25
			Cohort 2	0	0	1	0	24	25
			Cohort 4	1	0	7	0	27	35
			Cohort HS 2	0	0	1	0	7	8
			Cohort HS 4	0	0	2	0	17	19
			Cohort HS 1	0	0	0	0	7	7
	Language-Reasoning	Greeting/departing	Cohort 5	1	0	5	0	27	33
			Cohort HS 3	0	0	2	0	20	22
			Cohort MDCPS 1	1	0	1	0	6	8
			Cohort 1	0	0	0	0	22	22
			Cohort 3	1	0	9	0	12	22
			Cohort 2	0	0	7	0	10	17
	Language-Reasoning	Greeting/departing	Cohort 4	0	0	11	0	14	25
			Cohort HS 4	1	0	4	0	9	14

## STRENGTHS: LEARNING ENVIRONMENT

				5	5.5	6	7	Total
<b>ITERS</b>	Personal Care Routines	Greeting / departing	Cohort 2	0	0	0	7	7
			Cohort 3	0	0	0	13	13
			Cohort 4	0	0	2	16	18
			Cohort HS 4	0	0	1	4	5
			Cohort HS 2	0	0	0	1	1
			Cohort HS 3	0	0	0	7	7
	Listening and Talking	Greeting / departing	Cohort 5	0	0	0	13	13
			Cohort HS 1	0	0	0	1	1
			Cohort 1	0	0	2	6	8
			Cohort 6	0	0	0	2	2
			Cohort 2	1	0	1	3	5
			Cohort 3	0	0	1	5	6
			Cohort 4	0	0	1	10	11
			Cohort HS 2	0	0	1	0	1

# QUALITY COUNTS

**WELS aggregates site data to help initiatives/ states prioritize where to invest resources based on documented needs.**



**LEARNING ENVIRONMENT CRITICAL ITEMS**

			1	2	3	4	Total
<b>ECERS</b>	Personal Care Routines	Nap/rest	16	0	0	3	<b>19</b>
		Safety practices	10	8	0	1	<b>19</b>
	Space and Furnishing	Space for gross motor	8	6	0	5	<b>19</b>
	Activities	Use of TV, video, and/or computers	10	6	0	2	<b>18</b>
	Language-Reasoning	Books and pictures	1	0	3	14	<b>18</b>
	Personal Care Routines	Meals/snacks	17	1	0	0	<b>18</b>
	Activities	Art	5	0	1	11	<b>17</b>
		Blocks	13	2	0	2	<b>17</b>
	Personal Care Routines	Toileting/diapering	17	0	0	0	<b>17</b>
	Space and Furnishing	Indoor space	6	3	2	6	<b>17</b>
	Activities	Promoting acceptance of diversity	0	0	4	12	<b>16</b>
	Personal Care Routines	Health practices	2	14	0	0	<b>16</b>
	Activities	Dramatic play	0	1	1	13	<b>15</b>
		Math / number	10	0	1	4	<b>15</b>
		Nature / science	1	3	0	10	<b>14</b>
	Language-Reasoning	Using language to develop	2	2	0	6	<b>12</b>

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**WELS helps providers easily update and manage their own quality improvement work.**

**QUALITY COUNTSportal**  
Striving for Five Star Early Learning

Home My Organization About Us Contact/Support Info

User: mwong@niil.org  
Organization: wels  
Role: Organization Admin

★ Sites and Activities

Application Self Study / Update QIP

Site Name	License Number	Application Status	
A CHILD'S PLACE LEARNING CENTER	C11MD0835	Received	<a href="#">Edit Application</a>

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## What do we do with all we know?

- Accountability: Manage and track the initiative
- Are the Standards right?
- What works best to raise Stars?
  - Supports related to gains
  - Serving hard to reach programs
  - Movement up the educational ladder
- Child outcomes
  - Work in progress

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QC is working to raise child care quality because we know higher quality early care improves school readiness

Correlational, longitudinal data from multiple sources:

Children of the Cost, Quality and Child Outcomes Study Go To School, 2001

***“provided evidence for the long-term effects of child care quality on children’s language, cognitive, and social skills through early elementary school”***

NICHD Study of Early Child Care and Youth Development 2010 ***“higher quality care predicted higher cognitive-academic achievement at age 15”*** in a large economically and geographically diverse group of 1,364 children

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## Q&A Discussion



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## Contact Information

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