QRIS and National Accreditation: Working Together to Improve Quality

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QRIS National Meeting 2014, Denver Colorado
1. the interaction of elements that when combined produce a total effect that is greater than the sum of the individual elements, contributions, etc.

“Synergy is the creation of a whole that is greater than the sum of its parts.”

2. the increased effectiveness that results when two or more people or businesses work together

“QRIS and National Accreditation are working together with the field to improve quality.”
NAEYC Accreditation
Criteria Revision Process

BUILD Conference
Denver, CO
July 2014
Criteria Revision Process: What is it?

1. Separate “statements of best practice” from assessment “items”, i.e., what is rated on our rating tools.
   - Criteria/indicators become “statements of best practice” only
   - New rating tool items are derived from the current content

2. Review, affirm & update current content of standards
   - Expect to affirm most content; update research supporting it
   - Decide status of current “emerging” criteria
   - Identify new emerging criteria and possibly whole new topics

3. Create and validate new rating tool items & new tools
   - Solve identified issues with current assessment
   - Create opportunities for flexible use in many new ways

4. Revise some scoring rules to adapt to other changes
Deconstruction and Reconstruction

- **Deconstruction**: Current content broken down to single ratable content components
  - Original language is retained in this step

- **Reconstruction**: Deconstructed components are rewritten as test items
  - Simplify language
  - Wording considers the source of evidence being used
  - Define terms through a linked glossary
  - Incorporate guidance language when needed
  - Capture the “what”, not the “why” (eliminate intent).
“The NAEYC Academy has identified long-term system improvements as a result of the 2010 Criteria Review. NAEYC is continuing to work toward a fully transparent assessment tool that reduces the specific number of criteria on which programs must prepare to be assessed. Additionally, the NAEYC Academy will develop tools that help all programs improve their practices, regardless of their participation in NAEYC Accreditation. Such tools will support a broad range of quality improvement systems, like state QRIS and other systems at the local, state, and national level.”

Criterion & Indicator performance data informs item choices for tools

- Identify content most predictive of program quality outcomes
  - Response frequency of criteria and indicators:
- Which ones were able to be rated in observations (vs. frequent N/A or No Opp)?
  - Pass rates of criteria and indicators:
    - Which ones are easy?
    - Which ones are hard?
  - Assessor Inter-rater reliability data: Which criteria and indicators are often hard to rate reliably?
- EASE ratings of criterion difficulty
- Site visit tools to include mostly these items
- Self-assessment tools to include all items
Create New Tools

Site Visit Assessment

- Streamlined subset of content
- Most challenging items: Differentiate program quality for accreditation
- Not all sources of evidence for all items
- Content is transparent to programs
- 2 or 3 versions of site visit tools
- Feedback is specific in ADR

Self-Study & Self-Assessment

- All items, including those on site visit assessment and not
- All levels of difficulty addressed
- Comprehensive by source of evidence
- Content is transparent to programs
- Create tools for specific areas of improvement
  - By specific standard or topic area
  - By themes such as diversity practices or family engagement
Stakeholder Surveys: an element of validation process

Review Criterion 3.D.01: [Random, ITPK, Program Portfolio (PP), Observable (O)]

Teachers provide time daily for
a. indoor and
b. outdoor activities (except when conditions pose a health risk as defined by local health officials.)

Related Guidance: Schedules may be used as evidence of meeting this criterion. Documentation of "...health risk as defined by local health officials" may include evidence such as communications with local health authorities and reports received from the local or state health authority (downloaded press releases, for example).

3. Criterion and Item Relation: Three new items have been derived from 3.D.01. Items were written for PP and O assessment tools. How well do the following items capture the original content of criterion 3.D.01?

<table>
<thead>
<tr>
<th>PP: Your program's written policies require teachers to plan time each day for both indoor activities and outdoor activities (weather permitting).</th>
<th>Very Well</th>
<th>Somewhat</th>
<th>Poorly/Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>O: Some of the group's activities take place indoors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O: Some of the group's activities take place outdoors (weather permitting).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Family Child Care and Quality Improvement

Barbara Sawyer, Director of Special Projects
National Association for Family Child Care

NAFCC™
National Association for Family Child Care
Your Home. Your Profession. Our Commitment.
What We Know About Family Child Care

- A recent report from the Administration for Children and Families listed nearly one million individuals who are paid for educational caregiving in home-based settings. Of these 115,000 are listed as family child care programs. (Exchange Magazine, March/April 2014)
Defining Family Child Care

Family child care. . .

- Is a unique environment in the early childhood delivery system
- Is typically where child care is provided in the caregiver’s home
- May be regulated by state or county agencies
- Provides programs for infants and toddlers, preschoolers, school age, and children with special needs
- Typically serves small groups of children of mixed ages - usually six to eight with one caregiver or 12 to 16 when two or more caregivers are present
- Is the preferred arrangement for many parents, especially for infants and toddlers
About NAFCC Accreditation

- The current model was introduced in 1998, after a 5 year consensus building development process.
- Standards are based on developmentally appropriate practices and best practices in early childhood.
- Standards are written to be appropriate in a family child care environment with a particular emphasis on the many right ways to meet the standards.
- The standards were piloted in several communities prior to national release and have been updated four times since then.
Why Family Child Care Providers Like NAFCC Accreditation

- Providers learn from the process
- Increases providers’ self-esteem
- Makes providers feel more professional
- Gives providers a more concrete definition of quality in family child care
- Keeps providers excited about their work
- Encourages providers to pursue ongoing training and support
- Promotes higher quality than many state regulations
- Accredited providers become leaders in the field
- Helps providers market their programs to parents and other organizations
- Helps some providers earn more money

Cohen, 2001
Sharing the Knowledge Universe® Story

Kathie Boe
Vice President, Quality & Accreditation
<table>
<thead>
<tr>
<th>Community based ECE for children 6 weeks to 12 years</th>
<th>Employer-sponsored ECE and back-up care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,400 centers in 38 states</td>
<td>Over 200 clients through more than 100 centers in 23 states and DC</td>
</tr>
<tr>
<td>Serving approximately 140,000 children including nearly 3,000 military families; 30 percent receive third party assistance</td>
<td>Serving approximately 12,000 children</td>
</tr>
<tr>
<td></td>
<td>Supports partnerships with local and national businesses and government agencies</td>
</tr>
</tbody>
</table>

Knowledge Universe® has over 820 nationally accredited centers and is committed to 100 percent accreditation.
Active in 20 QRIS programs with over 500 centers.
Impact of Accreditation on KinderCare®

- Family retention: 2%
- Higher occupancy: 6%
- Higher average net tuition: 6%
- Increased profitability: 40%
- Reduced teacher turnover: 5%
Discussion

- Thoughts?
- Reactions?
- Comments?
- Questions?