QRIS Program Participation & Movement...

- Composting with Data
- Design Matters

- Policy to Nurture QRIS Growth
Quality for ME Evaluation Report: Monitoring Program Enrollments and Movement
Thanks to...
ECE Professionals and Stakeholders
ME & US DHHS Leadership, Funding
Quality for ME - QRIS

- Started in 2008
- Comprised of four step levels
- Tiered Re-imbursement
- A “building block” type of system
- Encompasses eight Standards of Care
- Standards specific to the type of care setting
Enrolled in QRIS

Family

- 578

Center

- 471

Not Enrolled in QRIS

- 231

50%+ of all Eligible are Enrolled...
Programs Enrolled in QRIS...

Family Child Care

- STEP 1: 407 (68%)
- STEP 2: 95 (16%)
- STEP 3: 57 (10%)
- STEP 4: 41 (7%)

Center Based Settings

- 189 (53%)
  - Head Start: 6 (8%)
  - 67 (19%)
  - 24 (7%)
  - 78 (22%)

407 (68%)
Net Effect on Steps

- Distributions across steps is bimodal—most at Step 1 or Step 4
- This tendency is even stronger among children with CCDF subsidy
- Step 1 -> 2 is opportunity to boost quality
<table>
<thead>
<tr>
<th>Setting Type</th>
<th>No Change in Step Level During Time Period</th>
<th>Move from Step One to Step Two</th>
<th>Move from Step Two to Step Three</th>
<th>Move from Step Three to Step Four</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(N=1,118)</td>
</tr>
<tr>
<td>Center-based Care Settings (n=393)</td>
<td>289 (26%)</td>
<td>73 (7%)</td>
<td>20 (2%)</td>
<td>11 (.98%)</td>
<td>393 (35%)</td>
</tr>
<tr>
<td>Family Child Care Home Settings (n=651)</td>
<td>553 (49%)</td>
<td>54 (5%)</td>
<td>37 (3%)</td>
<td>7 (.62%)</td>
<td>651 (58%)</td>
</tr>
<tr>
<td>Head Start Programs (n=74)</td>
<td>47 (4%)</td>
<td>22 (2%)</td>
<td>2 (.17%)</td>
<td>3 (.20%)</td>
<td>74 (7%)</td>
</tr>
<tr>
<td>TOTALS (N=1,118)</td>
<td>889 (80%)</td>
<td>149 (13%)</td>
<td>59 (5%)</td>
<td>21 (2%)</td>
<td>1,118 (100.00%)</td>
</tr>
</tbody>
</table>
2012 MAINE Earthquake

WE WILL REBUILD

FProvo
<table>
<thead>
<tr>
<th>Months</th>
<th>Number at Start of Interval</th>
<th>Censored Programs in this Interval</th>
<th>Programs with Potential to Increase a Step Level</th>
<th>Programs with Change in Step Level</th>
<th>Hazard Estimate – Risk of Change in Step</th>
<th>Survival Estimate - Cumulative Proportion Surviving at End of Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCH 0-11</td>
<td>507</td>
<td>142</td>
<td>436</td>
<td>29</td>
<td>.01</td>
<td>.93</td>
</tr>
<tr>
<td>CBC 0-11</td>
<td>287</td>
<td>55</td>
<td>259.50</td>
<td>24</td>
<td>.01</td>
<td>.91</td>
</tr>
<tr>
<td>FCCH 12-23</td>
<td>336</td>
<td>126</td>
<td>273</td>
<td>12</td>
<td>.00</td>
<td>.89</td>
</tr>
<tr>
<td>CBC 12-23</td>
<td>208</td>
<td>56</td>
<td>180</td>
<td>30</td>
<td>.02</td>
<td>.76</td>
</tr>
<tr>
<td>FCCH 24-35</td>
<td>198</td>
<td>184</td>
<td>106</td>
<td>5</td>
<td>.00</td>
<td>.85</td>
</tr>
<tr>
<td>CBC 24-35</td>
<td>122</td>
<td>111</td>
<td>66.50</td>
<td>3</td>
<td>.00</td>
<td>.72</td>
</tr>
<tr>
<td>FCCH 36+</td>
<td>9</td>
<td>9</td>
<td>4.50</td>
<td>0</td>
<td>.00</td>
<td>.85</td>
</tr>
<tr>
<td>CBC 36+</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>.00</td>
<td>.72</td>
</tr>
</tbody>
</table>
SURVIVAL FUNCTIONS BY PROGRAM TYPE – STEP ONE TO STEP TWO EVENT

Fewer FCCHs than CBCs improving from Step One to Step Two in 36+ month period.
Ohio: Step Up to Quality

Amber Moodie-Dyer, PhD, College of Social Work
Cynthia Buettner, PhD, College of Education and Human Ecology
The Ohio State University
Acknowledgements

- The Ohio Department of Education and the Ohio Department of Job and Family Services for allowing the use of this data & compiling various sources into one database.
- Child care providers for reporting their data
- Lieny Jeon, GRA at The OSU College of Education and Human Ecology for help with data cleaning
SUTQ Background

• Voluntary QRIS for ODJFS licensed programs
• Piloted in 2004-2005
• Expanded statewide in 2006
• 3 star building block system that builds on licensing standards
• Provides incentives/supports to participating programs, i.e. Quality Achievement Awards and enhanced subsidy payments; Professional Development and Technical Assistance
SUTQ Benchmarks

- **Ratio & group sizes**: no more than 10 infants for all stars
  - 1 Star: 18-36 mos = 1:7 (30-36 mos = 1:8)
  - 2 Star: 18-36 mos = 1:7
  - 3 Star: 18-36 mos = 1:6

- **Staff education & qualifications**
  - One lead teacher with AA in ECE
  - 50% of lead teachers have AA in ECE
  - Each classroom has lead teacher with AA in ECE

- **Specialized training** (10 hrs prereq; 20 hrs every 2 yrs)

- **Administrative practices** (Variants on Quality Improvement & Professional Development Plans; range of 1-3 benefits from checklist offered)

- **Early learning**: Cumulative number of standards/guidelines in programs/classrooms, 1 Star (i.e. Ohio’s Infant/Toddler guidelines; Infant/Toddler Program Standards, etc.); 2 Star additions (i.e. implementation of evidence-based curriculum, etc.); 3 Star additions (i.e. systematically assess children’s progress, etc.)
<table>
<thead>
<tr>
<th>Program size</th>
<th>1 Star base</th>
<th>1 Star subsidized per child</th>
<th>2 Star base</th>
<th>2 Star subsidized per child</th>
<th>3 Star base</th>
<th>3 Star subsidized per child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small (up to 59)</td>
<td>$1,500</td>
<td>$100</td>
<td>$2,500</td>
<td>$250</td>
<td>$4,000</td>
<td>$500</td>
</tr>
<tr>
<td>Medium (60-99)</td>
<td>$2,500</td>
<td>$100</td>
<td>$3,500</td>
<td>$250</td>
<td>$5,000</td>
<td>$500</td>
</tr>
<tr>
<td>Large (100-159)</td>
<td>$3,500</td>
<td>$100</td>
<td>$4,500</td>
<td>$250</td>
<td>$6,000</td>
<td>$500</td>
</tr>
<tr>
<td>Very large (160+)</td>
<td>$4,500</td>
<td>$100</td>
<td>$5,500</td>
<td>$250</td>
<td>$7,000</td>
<td>$500</td>
</tr>
</tbody>
</table>
Ohio Child Care Policy Context

- Erosion of ECEC funding 2009-2011
- Subsidy income limit reduced as of July 2011 from 150% to 125% FPL (ceiling remained at 200%)
- Ohio received Early Learning Challenge Grant
  - Will transition to 5 tier as of July 2013 (phased in)
  - 3 level building blocks; top two level point system
Sample

- 4,135 child care centers listed in the State of Ohio’s child care registry as of March 2012
- Data includes:
  - Child care name, license number & address
  - Enrollment numbers by age
  - Full-time & part-time rates by age
  - Number of children receiving subsidy by age
  - NAEYC accreditation status
  - SUTQ rating history 2005-2012
Descriptive data

- 30% have participated based on 2012 data (1,235/4,135)
- 28% are currently participating (1166/4,135)
- 7% 0 Stars (Emerging); 41% 1 Star; 31% 2 Stars; 20% 3 Stars

<table>
<thead>
<tr>
<th>Year</th>
<th>Entry Frequency</th>
<th>Exit Frequency</th>
<th>Total in year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>30</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>166</td>
<td>0</td>
<td>196</td>
</tr>
<tr>
<td>2007</td>
<td>202</td>
<td>0</td>
<td>398</td>
</tr>
<tr>
<td>2008</td>
<td>403</td>
<td>5</td>
<td>796</td>
</tr>
<tr>
<td>2009</td>
<td>233</td>
<td>6</td>
<td>1023</td>
</tr>
<tr>
<td>2010</td>
<td>72</td>
<td>33</td>
<td>1062</td>
</tr>
<tr>
<td>2011</td>
<td>95</td>
<td>25</td>
<td>1132</td>
</tr>
<tr>
<td>2012</td>
<td>34</td>
<td>TBD</td>
<td>1166</td>
</tr>
</tbody>
</table>
### First to Last Rating

<table>
<thead>
<tr>
<th>Entry Rating</th>
<th>Descriptor</th>
<th>Most Recent Rating</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>count</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>count</td>
<td>82</td>
<td>383</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>9.51</td>
<td>44.43</td>
</tr>
<tr>
<td>1</td>
<td>count</td>
<td>20</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>percent</td>
<td>8.55</td>
<td>56.84</td>
</tr>
<tr>
<td>2</td>
<td>count</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>percent</td>
<td>6.10</td>
<td>8.54</td>
</tr>
<tr>
<td>3</td>
<td>count</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>count</td>
<td>107</td>
<td>523</td>
</tr>
<tr>
<td></td>
<td>percent</td>
<td>8.66</td>
<td>42.35</td>
</tr>
</tbody>
</table>
Upward and Downward Movement

- 80% (985) had any upward movement
  - 836 moved only up
  - 67% moved up one; 29% moved up two; 4% moved up 3
- 14% (177) had any downward movement
  - 28 moved only down; 149 both up and down; 94% moved down 1 rating

<table>
<thead>
<tr>
<th>Up counts</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>222</td>
<td>27</td>
<td>1</td>
<td>250</td>
</tr>
<tr>
<td>1</td>
<td>560</td>
<td>97</td>
<td>4</td>
<td>661</td>
</tr>
<tr>
<td>2</td>
<td>243</td>
<td>38</td>
<td>5</td>
<td>286</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>5</td>
<td>0</td>
<td>38</td>
</tr>
</tbody>
</table>
Stall Patterns

- Stall: 2 or more observations consecutively at the same rating
- No center had more than 3 stalls
  - 79% (970) had one stall at less than 3 stars; 30% had a 2nd stall at less than 3 stars
  - 1st stall: Most likely to stall at level 1 if entered as 0 or 1; most likely to stall at level 2 if entered as 2

<table>
<thead>
<tr>
<th>Stall Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>M length of stall (days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>295 (37%)</td>
<td>2 (1%)</td>
<td>0</td>
<td>0</td>
<td>297</td>
<td>348</td>
</tr>
<tr>
<td>1</td>
<td>335 (42%)</td>
<td>151 (79%)</td>
<td>2 (3%)</td>
<td>0</td>
<td>488</td>
<td>807</td>
</tr>
<tr>
<td>2</td>
<td>109 (14%)</td>
<td>32 (17%)</td>
<td>44 (72%)</td>
<td>0</td>
<td>185</td>
<td>851</td>
</tr>
<tr>
<td>3</td>
<td>67 (8%)</td>
<td>7 (4%)</td>
<td>15 (25%)</td>
<td>48 (100%)</td>
<td>137</td>
<td>1074</td>
</tr>
</tbody>
</table>
Pattern: 0  □  3
Enrollment patterns across ratings

- 33% of children are being served in participating centers; 3% in emerging; 14% in 1 star; 11% in 2 star; 5% in 3 star
- Participating centers: 51% enroll infants; 71% toddlers; 97% preschool; 87% school age

<table>
<thead>
<tr>
<th></th>
<th>NP</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Enroll Infants</td>
<td>47%</td>
<td>66%</td>
<td>63%</td>
<td>51%</td>
<td>25%</td>
</tr>
<tr>
<td>M Infants per site</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>% Enroll Toddlers</td>
<td>65%</td>
<td>85%</td>
<td>81%</td>
<td>72%</td>
<td>45%</td>
</tr>
<tr>
<td>M Toddlers per site</td>
<td>12</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>% Enroll Preschool</td>
<td>84%</td>
<td>99%</td>
<td>94%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>M Preschool per site</td>
<td>35</td>
<td>45</td>
<td>40</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>% Enroll School Age</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>86%</td>
<td>71%</td>
</tr>
<tr>
<td>M School Age per site</td>
<td>20</td>
<td>23</td>
<td>26</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>
Subsidy Patterns Across Ratings: % of Centers with subsidized children enrolled

- Infant: 1 (86%), 0 (81%), 2 (76%), NP (73%), 3 (72%)
- Toddler: 1 (82%), 0 (75%), 2 (69%), 3 (66%); NP (65%)
- Preschool: 1 (78%), 0 (68%), 2 (58%), NP (56%), 3 (37%)
- School age: 1 (81%), 0 (72%), 2 (62%), NP (56%), 3 (43%)

Overall more 1 stars enroll subsidized (79%), followed by 0 (73%), then 2 (61%), NP (56%), and finally 3 star (40%)
- The drastic drop for 3 star centers is mostly due to the drastic drop in 3 star centers enrolling subsidized children at the preschool and school age levels
Subsidy Patterns Across Ratings: Child

- 31% of children enrolled in centers in the state database (83,003/270,575) are receiving subsidies
- 35% of children receiving subsidy are enrolled in participating centers compared to 32% of non-receivers
- 3% of children receiving subsidy are enrolled in emerging (0) centers compared to 2% of non-receivers
- 20% of children receiving subsidy are enrolled in 1 Star centers compared to 12% of non-receivers
- 10% of children receiving subsidy are enrolled in 2 Star centers compared to 11% of non-receivers
- 3% of children receiving subsidy are enrolled in 3 star centers compared to 7% of non-receivers
## Ratio of subsidized children to enrolled by Age by Star Rating

<table>
<thead>
<tr>
<th>STAR</th>
<th>Stats</th>
<th>Infants</th>
<th>Toddlers</th>
<th>Preschool</th>
<th>School age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>N</td>
<td>1,272</td>
<td>1,574</td>
<td>2,323</td>
<td>2,241</td>
<td>2,779</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>0.535</td>
<td>0.555</td>
<td>0.269</td>
<td>0.495</td>
<td>0.314</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.596</td>
<td>0.616</td>
<td>0.371</td>
<td>1.3</td>
<td>0.47</td>
</tr>
<tr>
<td>0</td>
<td>N</td>
<td>53</td>
<td>64</td>
<td>79</td>
<td>68</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>0.524</td>
<td>0.512</td>
<td>0.289</td>
<td>0.52</td>
<td>0.359</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.414</td>
<td>0.43</td>
<td>0.285</td>
<td>0.499</td>
<td>0.343</td>
</tr>
<tr>
<td>1</td>
<td>N</td>
<td>289</td>
<td>364</td>
<td>446</td>
<td>418</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>0.61</td>
<td>0.605</td>
<td>0.355</td>
<td>0.582</td>
<td>0.426</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.537</td>
<td>0.483</td>
<td>0.324</td>
<td>0.54</td>
<td>0.388</td>
</tr>
<tr>
<td>2</td>
<td>N</td>
<td>172</td>
<td>231</td>
<td>352</td>
<td>224</td>
<td>363</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>0.472</td>
<td>0.541</td>
<td>0.272</td>
<td>0.541</td>
<td>0.302</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.409</td>
<td>0.512</td>
<td>0.736</td>
<td>0.773</td>
<td>0.35</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
<td>60</td>
<td>88</td>
<td>227</td>
<td>89</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>0.369</td>
<td>0.446</td>
<td>0.129</td>
<td>0.406</td>
<td>0.161</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.421</td>
<td>0.528</td>
<td>0.229</td>
<td>0.773</td>
<td>0.265</td>
</tr>
</tbody>
</table>
Summary of Results: Movement patterns

- 28% of centers in ODJFS database participate in SUTQ
- Entry rose sharply after the statewide rollout then dropped sharply in the wake of funding cuts
  - Exit from SUTQ also accelerated during this time (2010-11)
- Most centers enter at 0 and move to 1
- Most centers don’t have any downward movement and most centers do have some upward movement
  - Most common pattern: up once and 0 down
- Most centers had one stall (most at level 1; M=807 days)
Summary of Results: Enrollment & Subsidy

- 5% of children served are in 3 star centers
- A much smaller % of 3 star centers enroll infants, toddlers & school aged children (they’re mostly preschools only)
- Pattern of enrollment across levels between subsidy and non-subsidy similar except 1 star centers have slightly more subsidy representation (20% vs. 12%) and 3 star centers have slightly less (3% vs. 7%)
- Percent of 3 star centers that have subsidized children enrolled is considerably lower than all other center ratings (mostly due to Pre-school and school age enrollment)
- Ratios of subsidized to enrolled children at every age group were the lowest in star 3 centers
Discussion

- Increase number of centers that are participating, especially those that serve & are accessible to the most vulnerable children
- Increase centers that move into the highest level
- Decrease the stalls and stall time and create a quicker path to quality
- Increase the number of 3 star centers serving infants and toddlers
- Increase the number of 3 star centers that accept subsidized children & increase the proportion of subsidized children in highest quality care
- Provide a pathway for family child care to participate (this will happen under ELCG)
Program Movement in Delaware: Linking State Policy, QRIS Structure, and an Emphasis on the “I”

Rena A. Hallam, Ph.D.
Delaware Institute for Excellence in Early Childhood

Jim Lesko, Ed.D.
Delaware Department of Education
Presentation Overview

• Context for Delaware’s QRIS Development

• Program Participation and Movement Patterns

• System Redesign and Preliminary Status
Context of Delaware’s QRIS Development

- 2007 - QRIS launched; privately funded by United Way and operated through a non-profit organization

- 2008 - DOE was designated responsibility for the QRIS;

- 2009 - DOE designated responsibility for managerial implementation of Stars to the Delaware Institute for Excellence in Early Childhood
Original Delaware QRIS Structure (2007-2010)

- All licensed programs eligible – family child care, centers, and school-age programs
- 5 Tier System
- Building Block design across four dimensions of practice
- Incentives for participation – Service coordination model of TA; moderate level of grants and awards
Program Participation in 2010

- Total Programs
- Centers
- Family Child Care

Non-Participating
Participating
Movement from 2007-2010

- No program “moved” to SLD 5 via the traditional pathway.
- One university-based program moved to SLD 4.
- No participating high subsidy child care center moved beyond SLD 2 and relatively few high subsidy centers were participating.

- Movement in the traditional pathway:
  - 59% of programs made no movement
  - 29% of programs moved from SLD 1 to SLD 2
  - 10% of programs moved from SLD 1 to SLD 3
  - 0.01% of programs moved from SLD 1 to SLD 4
Distribution of Star Levels During Initial Implementation Period for Traditional Pathway Programs
2010 Star Level Designations for All Participating Programs

- SLD 1
- SLD 2
- SLD 3
- SLD 4
- SLD 5
The Context Changes in 2010…

- Transition to state-administered program; United Way funds decreasing and limited state funds available

- Established state-level interagency QRIS management team

- Comprehensive programmatic and financial review of the program; including movement data. Informal conversations and meetings with Stars participants.

- Initiation of moratorium to determine next steps for program improvement (2011)
Redesign of Delaware Stars

- Stars Management Team Focus –
  - Engage more programs in Stars
  - Use a strengths-based approach to quality improvement
  - Target programs serving high needs children and their families
Redesign of Delaware Stars

- Structural Change from Building Blocks to a Points/Hybrid System
- Modify SLD 1 as an induction phase – “Commitment to Quality”
- Emphasis on stakeholder involvement and systems change
- Reconceptualize standards and practice to build on and integrate with the existing state structure
- Reinvigorate technical assistance with a strengths-based, relationship-based model
And The Context Changes Again…

• In 2011, Delaware Governor and General Assembly appropriated $22 million to boost the state’s child care subsidy system, fund the administration of Stars, and fund a tiered reimbursement component
  – SLD 3 – 80% of the market rate
  – SLD 4 – 90% of the market rate
  – SLD 5 – 100% of the market rate

• December 2012 – Early Learning Challenge grant awarded
Comparative Participation Rates 2010 and 2012

- Non-Participating
- Participating
Comparative Star Level Distribution

July, 2011

- SLD 1: 50
- SLD 2: 30
- SLD 3: 10
- SLD 4: 5
- SLD 5: 0

September, 2012

- SLD 1: 20
- SLD 2: 90
- SLD 3: 2
- SLD 4: 15
- SLD 5: 5
Movement as a Feature of State Planning

• Examination of program movement can highlight challenges in QRIS implementation
• Patterns of movement for specific program types and/or relative to specific program characteristics can demonstrate important implementation issues
• Movement must be contextualized in relationship to the broader policy landscape; incentives, TA, etc.
• Conversations about movement force us to identify our “real” theory of change
• Movement is an accountability measure that external stakeholders may emphasize.
Implications

• Movement is complicated and only matters if it reflects changes in quality.

• Movement needs to be conceptualized in relationship to the QRIS structure and the broader state policy context.

• A range of program characteristics may influence movement – program type; subsidy density; etc.
  – Have we built systems for centers rather than FCC?
  – Have we built systems that facilitate movement for centers with more resources?

• Qualitative research on subgroups of programs may highlight key barriers to movement.
Delaware Stars for Early Success