

Findings from the QRS Assessment Project

November 16, 2011

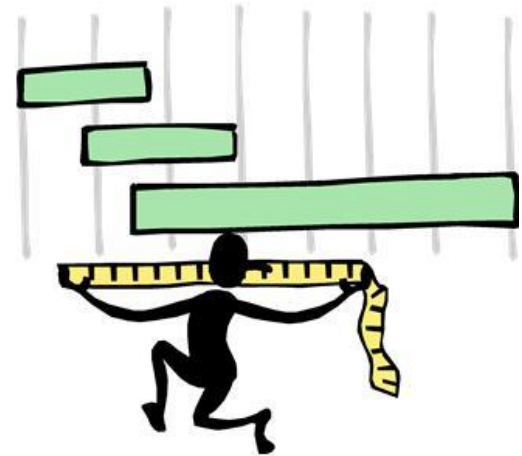
Presentation at the Joint Meeting of
the State and Territory CCDF Administrators and the Child Care
Policy Research Consortium

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In-Depth Study of Quality Measurement

Questions of Interest

- **How is quality measured in QRIS?**
 - **Are QRIS ratings valid? How well are ratings capturing child care quality?**
 - **Are QRIS ratings reliable? Are ratings assigned in a consistent and systematic manner?**



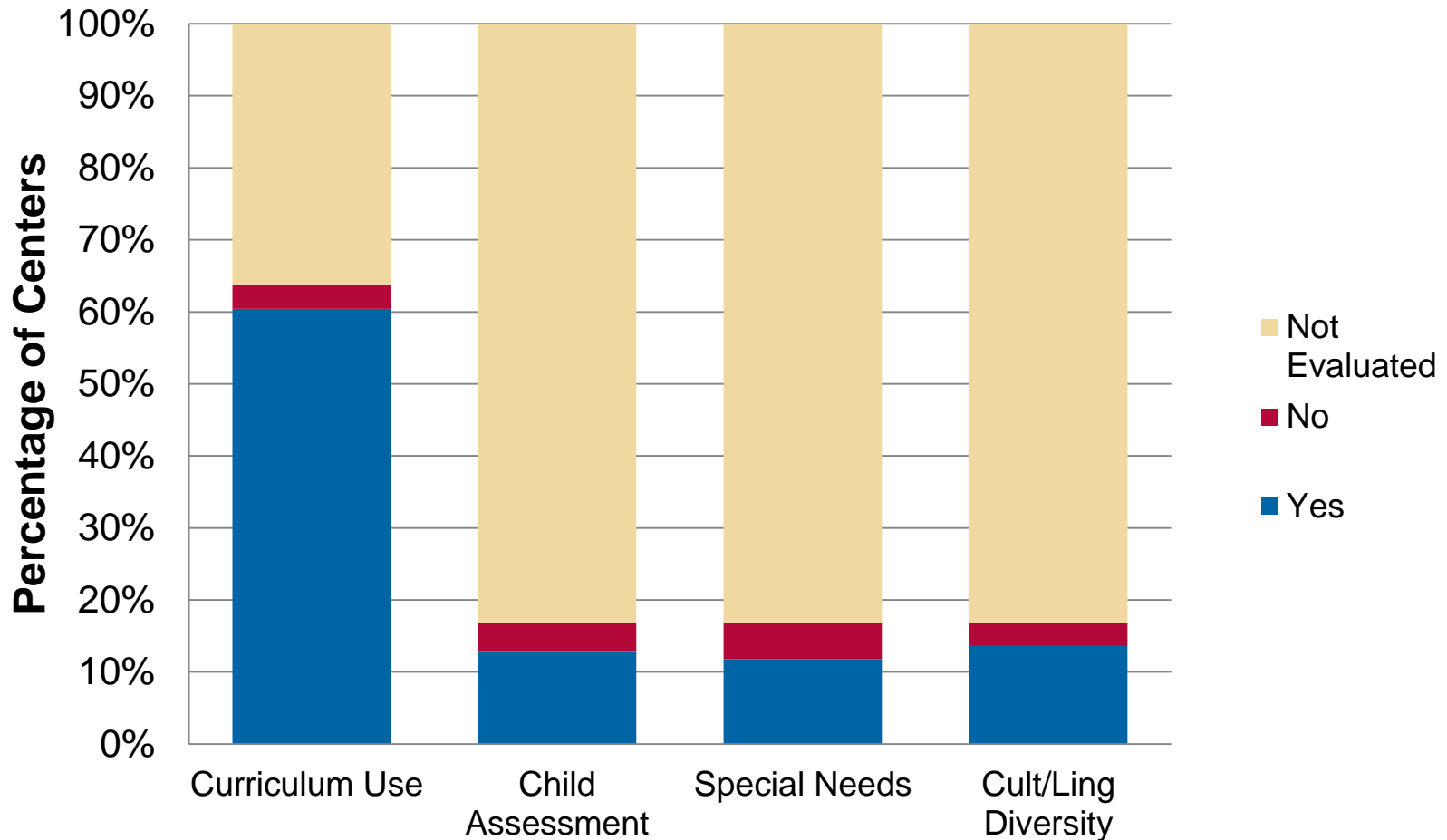
Are QRIS Ratings **Valid** Measures of Quality?

- **Validity ensures that the ratings are meaningful**
- **What affects validity?**
 - **Components of the ratings**
 - Breadth and depth
 - **Construction of the ratings**
 - How components are combined
 - Where the cut-points are for each level

Components of Ratings are Growing Broader

	FL-MD	IL	IN	PA	TN	
Ratio and Group Size	✓				✓	Components typically included
Health and Safety		✓		✓		
Staff Qualifications	✓	✓	✓	✓	✓	
Environment	✓	✓	✓	✓	✓	
Family Partnerships	✓	✓	✓	✓	✓	Increased recognition
Administration and Management	✓	✓	✓	✓	✓	
Curriculum	✓	✓	✓	✓	✓	Emerging components
Child Assessment	✓	✓	✓	✓		
Cultural and Linguistic Diversity	✓	✓	✓			
Provisions for Special Needs	✓	✓	✓	✓		

Some Components are Not Measured for All Providers



Source: Analysis of data from Illinois, Miami-Dade, Florida and Tennessee conducted as part of the QRS Assessment project.

QRIS Standards are Influenced by Existing Standards

- **Composition of ratings are influenced by accreditation and licensing standards**
 - Requirements for the highest rating are similar
 - More variation in requirements at lower levels
- **No compelling rationale for number of levels or specific cut-points in intermediate levels**

Other Issues Affecting Validity

- **Setting high standards vs. encouraging participation**
- **Creating an inclusive and fair system vs. recognizing fundamental differences between providers**
 - Level 2 center = Level 2 family child care provider?
 - Level 2 center = Level 2 Head Start?
- **Setting specific requirements at each level vs. providing multiple ways to achieve each**
 - Level 2 center = Level 2 center?

Are QRIS Ratings **Reliable** Measures of Quality?

- **Reliability ensures that ratings are assigned systematically and consistently**
- **What affects reliability?**
 - **Standardization of procedures**
 - **Training of assessors and raters**
 - **Maintaining procedures over time and between raters**
 - **Sources of data**

Procedures for ERS Assessments

- **Based on ERS developers' guidance**
- **Challenges and areas of inconsistency**
 - Training to reliability with ERS developers
 - Completing multiple scales
 - Mix of announced/unannounced visits
 - Sampling classrooms

Procedures for Other Components

- **Procedures for gathering evidence (apart from ERS) are just beginning to be standardized**
- **Training protocol for assessment of non-ERS components is less formal**
 - No set protocol for maintaining inter-rater reliability
- **Varied approaches and data sources**
 - Document review
 - Director interview
 - Observation
 - Standardized assessment

Lessons Learned

- **Goals for validity and reliability evolve as systems continue to grow**
- **Availability of resources influences breadth and depth of measures, and data collection procedures**
- **Systematic data collection is important for monitoring progress and ongoing refinement**
- **Transparency and communication with providers is key**

For More Information on the QRS Assessment Project

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■ Website to access products:

- http://www.acf.hhs.gov/programs/opre/cc/childcare_quality