Successful Recipes for QRIS Data

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Who will be at the table? What ingredients and preparations are needed to make the perfect meal?

Scan of Reporting Requests

- State Longitudinal Data Systems (SLDS) and Common Education Data Standards (CEDS)
- Race to the Top – Early Learning Challenge (RTT-ELC)
- Child Care and Development Fund Plan
  - Quality Performance Report (QPR)
    - Appendix A of the CCDF Plan Preprint for FFY 2012–2013
- ACF-801
- ACF-696

A Closer Look at Data Reporting Requests

- Race to the Top –ELC – 77 data queries
- Quality Performance Report – 94 data queries
- Looking across the data queries:
  - How many teachers/child care providers…?
    38 data queries
  - How many early care and education programs…?
    59 data queries
  - How many children…?
    72 data queries

Types of Data Requested

- Description of state populations
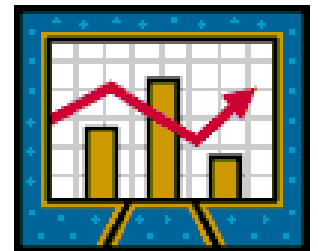 - Programs
  - Practitioners
  - Children

- Description of the *participating* populations
  - Programs *in the QRIS*
  - Practitioners *in the Professional Development Registry*
  - Children *in programs in the top tier of QRIS*

Types of Data Requested

- Description of entry into, movement within and exit from the *participating* population
  - Programs entering licensing
  - Programs moving up the QRIS tiers
  - Children moving into the highest rated programs

- Description of numbers and types of practitioners receiving various forms of training, education, technical assistance, and financial support

PROGRAM LEVEL REQUEST – Race to the Top

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2012**	**Target- end of calendar year 2013**	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**
Total number of programs covered by the Tiered Quality Rating and Improvement System					
Number of programs in Tier 1					
Number of programs in Tier 2					
Number of programs in Tier 3					
Number of programs in Tier 4					

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Program Level Request – Quality Performance Report

- A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

  Health and safety____

  Infant and toddler care____

  School-age care____

  Inclusion____

  Teaching dual language learners____

  Understanding developmental screenings and/or observational assessment tools for program improvement purposes____

  Mental health____

  Business management practices____

  __Data not available

Practitioner Level Request – Quality Performance Report

- A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

   Staff in child care centers___

   Family child care home providers____

   License-exempt practitioners____

   __Data not available

CHILD LEVEL REQUEST – Race to the Top

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool *Specify*:											
Early Head Start and Head Start[1]											
Early Learning and Development Programs funded by IDEA, Part C											
Early Learning and Development Programs funded by IDEA, Part B, section 619											
Early Learning and Development Programs funded under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program											

Going beyond reporting

From Part B – Race to the Top

a) Validate…whether the tiers in the QRIS reflect differential levels of program quality

b) Assess, using appropriate research designs and measures of progress, the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness
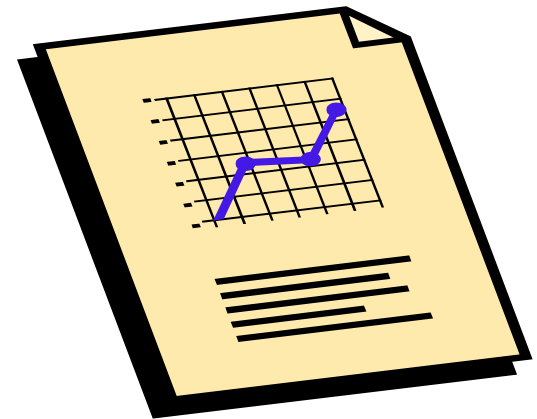
What is not requested? (examples)

- What recruitment strategies are working?
- What motivates a program to join the QRIS?
- Which quality indicators are most challenging for programs to achieve?
- What technical assistance (TA) is most likely to produce a change in QRIS level? A change in observed quality? A change in children's outcomes?
- What content and dosage of TA is most effective in improving quality?
- What financial supports are most effective in motivating practitioners to pursue professional development or a higher QRIS level?
- What financial supports or other strategies are most successful at promoting access to higher quality levels for low-income children?

Reporting and analyzing/ evaluating are different activities.

- Addressing most RTT-ELQ and QPR data requests (for example) provides important information about the QRIS, but it is not sufficient for supporting a range of system improvements.

- A good data system with the right "ingredients" will support reporting and analyzing data if built for multiple purposes.
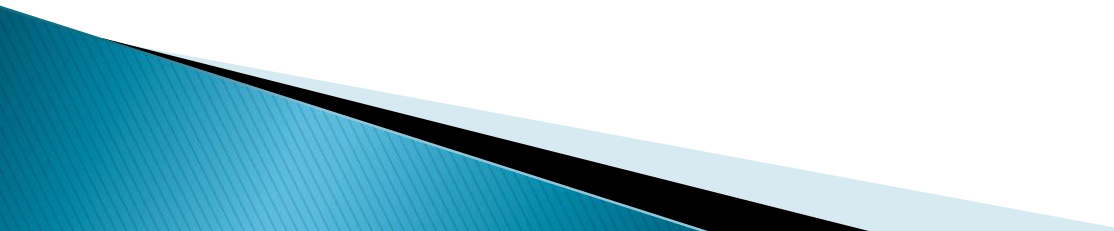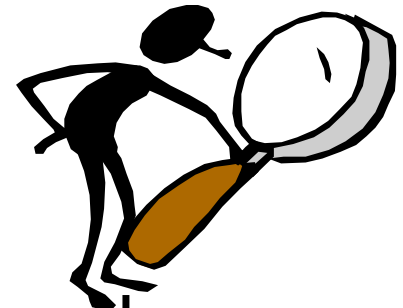
Data Fundamentals…

- Unique identifiers
    - Child
    - Practitioner
    - Program/classroom
- Demographic, developmental and contextual data
- Linkages to facilitate tracking over time and to match children to programs and practitioners
- Governance body that manages the process
- Transparent policies and practices

Summary from "10 Fundamentals of State ECE Data Systems"
Early Childhood Data Collaborative

Mixed with other data ingredients…

- Well-defined provision and receipt of technical assistance
  - Content
  - Dosage
- Assessment of program needs and resources (where is a program starting?)
- Precise measurement of program quality
- Assessment of parents' experiences

From....

To...

For more information on the INQUIRE quality data indicators work:

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