Systems Approaches to Accessing Quality Early Care for High Risk Populations

CWDA CONFERENCE 2015

San Francisco Office of Early Care & Education

OVERVIEW OF PURPOSE AND DESIGN OF SF'S QUALITY ECE SYSTEM:
SF'S EXPERIENCE IN DESIGNING AND DELIVERING A QUALITY EARLY EDUCATION SYSTEM FOR HIGH RISK POPULATIONS

- Why Quality Matters
- The Genesis of the system design
- Quality supports and metrics (QRIS in the early stages and now)
  - Access to Quality care
    - ACCESS homeless family
    - FCS IV-E child care
    - Low income infants and toddlers

WHY QUALITY MATTERS

THE POSSIBILITIES OF EFFECTIVE EARLY CHILDHOOD EDUCATION

Research has unequivocally confirmed that early education makes a huge and lasting difference for young children, for families, for the workplace, and for society.

Source: Shokoff, J. P. & Phillips, D. A. (2000). From neurons to neighborhoods: The science of early childhood development. Washington, DC, US: National Academy Press.

THE POSSIBILITIES OF EFFECTIVE EARLY CHILDHOOD EDUCATION

What makes this research unique is that it comes not from one single study or from one single body of research, but from the highly unlikely convergence of three diverse academic disciplines and research methodologies:

➢ Neurological and Medical Science
➢ Social Science and Intervention Research
➢ Economics and Cost-Benefit Research

PLANNING ASSUMPTIONS:

- Parent Choice
- Access requires capacity to allow for choice
- Quality measures must be developed in partnership with providers
- Local resources must fill the gap, not replace state/federal resources
- Providers are Partners
- Quality Early Ed doesn't "pencil out" with market forces

THE GENESIS OF THE SYSTEM DESIGN:

PARTNER TO DESIGN QUALITY METRICS

California QRIS Framework

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. **Child Observation**	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks* twice a year	☐ DRDP (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. **Developmental and Health Screenings**	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent)* used at entry, then: 1.Annually **OR** 2.Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. **Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)**	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ **Center:** 24 units of ECE/CD **OR** Associate Teacher Permit ☐ **FCCH:** 12 units of ECE/CD **OR** Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) **OR** AA/AS in any field plus 24 units of ECE/CD **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) **OR** BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) **OR** Program Director Permit **AND** ☐ 21 hours PD annually
4. **Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)**	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪Emotional Support - 5 ▪Instructional Support –3 ▪Classroom Organization – 5 **Toddler** ▪ Emotional & Behavioral Support – 5 ▪Engaged Support for Learning – 3.5 **Infant** ▪Responsive Caregiving (RC) – 5.0	☐ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** ▪Emotional Support – 5.5 ▪Instructional Support – 3.5 ▪Classroom Organization – 5.5 **Toddler** ▪ Emotional & Behavioral Support – 5.5 ▪Engaged Support for Learning – 4 **Infant** ▪Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					

[1] Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.
[2] For all ECE/CD units, the core 8 are desired but not required.
Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

California QRIS Framework

5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ Center - Ratio: Group Size **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ Center - Ratio: Group Size **Infant/Toddler**– 3:12 **Toddler** – 2:12 **Preschool**– 2:24	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually
Additional Requirement for Local Tiers 2 and 5, if applicable					
Element		Requirement for Local Tier 2			Requirement for Local Tier 5
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2	Common-Tier 3	Common-Tier 4	Local-Tier 5
Centers 7 Elements for 35 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

[1]Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
[2] Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 Updated May 28, 2015; Effective July 1, 2015

ACCESS – HOMELESS CHILD CARE

- $1.2 million program (now $2.3 mil)

- Designed in Partnership with Shelter Staff , Homeless staff, and Alternative Payment contractor, with provider input

- Designed to fill the gaps in access, while meeting the need of families and partnering with providers
  - 0-3 subsidy (with older siblings eligible)
  - Ongoing eligibility until child ages out
  - Eligibility linked to current shelter stay or shelter stay w/in past 6 mos.
  - Parent choice limited to center or FCC participating in Quality improvement and support (e.g., ECERs assessment, Quality improvement plan, mental health consultation, Inclusion Supports, etc.)
  - Tiered reimbursement to providers

SF QUALITY CIRCLE APPROACH TO SUPPORTS
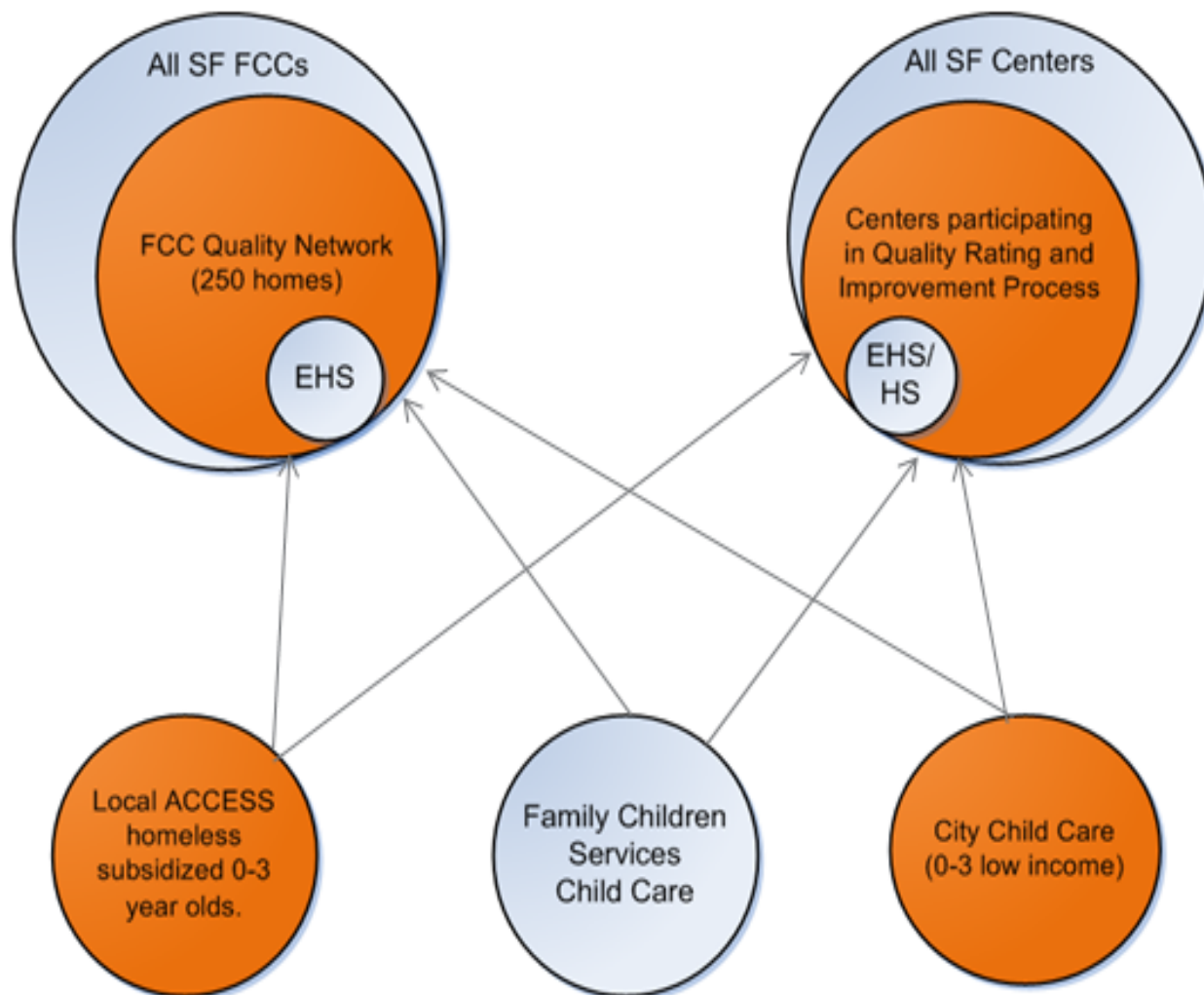
SF'S CPS CHILDREN'S ACCESS TO QUALITY

#	Performance Measures	Jul to Dec 2011	Jan to Jun 2012	Jul to Dec 2012	Jan to Jun 2013	Jul to Dec 2013	Jan to Jun 2014	Jul to Dec 2014	Jan to June 2015	Trend
1	Percent of FCS voucher children in subsidized care who are in licensed care.	**42%**	689/1,207= **57%**	112/149= **75%**	123/162= **76%**	146/178= **82%**	145/179= **81%**	143/176= **81%**	114/141= **81%**	
2	Of the FCS children in licensed care in SF, percent in settings with an ERS quality assessment rating of good or above.	**56%**	n/a	24/110= **22%**	45/96= **47%**	82/146= **56%**	73/145= **50%**	92/142= **65%**	81/114= **71%**	

Calculations are unavailable for July to December 2011 because measures were calculated internally beginning January to June 2012.
Count of children in subsidized care are unduplicated beginning July to December 2012.
The assessment agency changed from SFSU to WestEd, which may have caused discrepancies in assessment estimates from 2012 to 2013.

SF Quality Improvement Programs

Family Child Care Quality Network (FCCQN):
Create opportunities for child care providers to increase the quality of family child care homes and continue their professional development.

Early Head Start (EHS FCC):
Provide comprehensive child development and family services to low- income families.
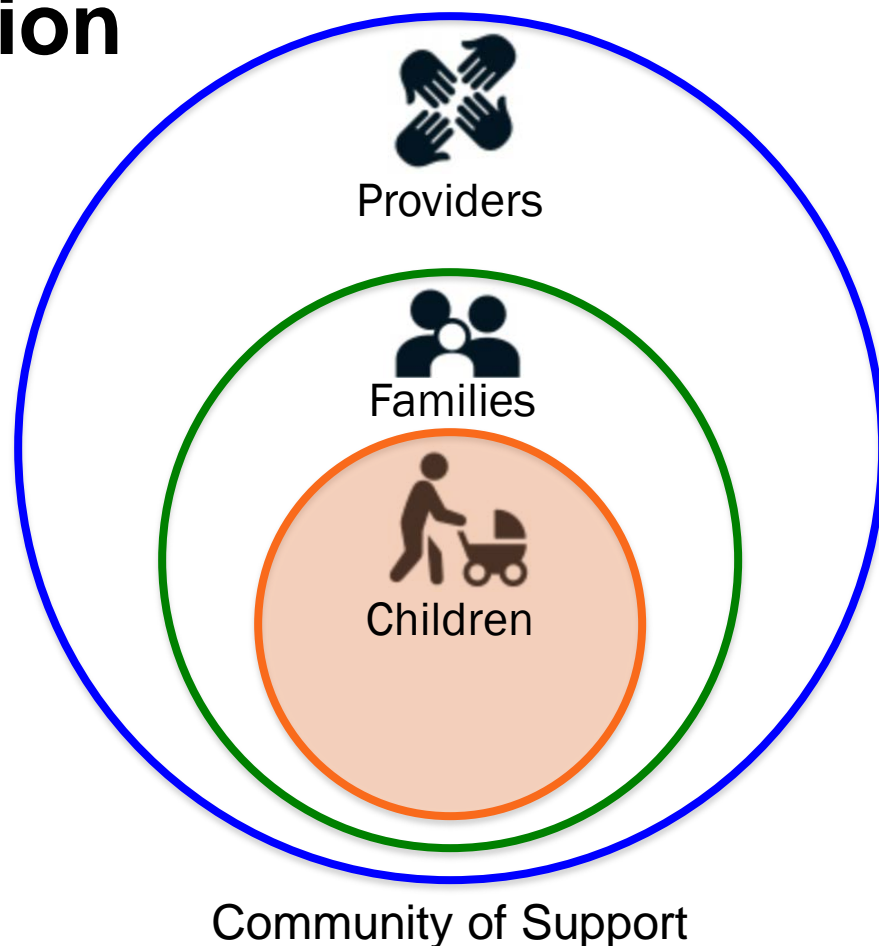
Program Elements

	FCCQN	EHS FCC	
Provider Support	Consultations	Training, TA, Resources	Monitoring & Feedback
Assessments		Environment and Interactions	Child Development and Education
Family Support		Provide quality Child Care to low-income families	Health Services and Family Engagement

Enhancing Services Through Collaboration

Benefits of Collaboration

- Comprehensive support services for FCC providers
- More robust data to analyze success
- Holistic system of serving children
- Engages parents
- Coordinated services delivery

Providers

Families

Children

Community of Support

Success Story

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