Let’s Talk
Host - Debi Mathias
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Welcome

Let’s Talk
QRIS for School-Age and Youth Development, Too!

Debi Mathias, BUILD Initiative
Agenda

• Welcome and Session Overview
• Research on school-age (SA) quality
• QRIS: What is it – what’s in it for SA
• Creating a successful plan
• State panel: PA, WA, WI
• Discussion
• Closing Thoughts and Reflections
Discussants

Darlene Hamilton  
National Center on Child Care Quality Improvement

Susan O’Connor  
PDW Center

Susan Rohrbough  
State Systems Specialist Network
What are the biggest challenges in integrating SA programs into QRIS?

- Lack of funding to expand QRIS to SA
- Lack of motivation for SA to participate
- Part-time SA staff don’t have time to participate
- Lack of readiness among SA providers
- License exempt programs
Quality School-Age Practices

- Low child-to-staff ratios
- A positive emotional climate
- A clear program structure/supervision
- Autonomy and choice for children and youth
- Goals for data collection and evaluation
- Continuity with the regular school day
- Strong staff-management practices
What is a Quality Rating and Improvement System (QRIS)?

A systematic framework for:

– evaluating,
– improving, and
– communicating

the level of quality in early and school-age settings
What Does a QRIS Look Like?

- Builds on foundation of licensing
- Has multiple steps of increasing standards
- Offers supports and incentives
- Provides easily recognizable symbols for quality levels
Why Develop a QRIS?

Improve the quality of programs through system wide improvements

Opportunity to:

- Increase *quality* for children
- Increase *family’s understanding and demand* for higher quality
- Increase *professional development* of practitioners
Why Develop a QRIS (cont.)?

- Creates an alignment across standards
- Links support and initiatives to a quality framework
- Provides an accountability measure
What’s In It For School-Age?

• Increase quality
• Influence positive child outcomes
• Marketing and consumer education
• Financial incentives
• Supports – training and technical assistance (TA)
• Alignment cross systems and cross sector
Let’s Talk

Share your ideas, experiences and thoughts:
• Raise your hand to speak OR take yourself off mute (*7) and jump in.
• Type a point/question in the chat box.
Creating a Plan

- Involve SA stakeholders
- Develop QRIS standards
- Select program assessment tools
- Recruit experienced SA providers for training/TA
- Review incentives through a SA lens
School-Age Assessment Tools

All tools include

• Relationships
• Environment
• Engagement
• Social norms
• Skill building opportunities
• Routine and structure

Some tools include

• Youth leadership and participation
• Staffing
• Linkages to community
• Management

http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf
School-Age and QRIS Standards – Options

• Separate QRIS standards for school-age programs
  Examples: AK, DE, ME, MD, MA, NM, TX, WI

• Embed school-age standards into QRIS standards
  Examples: NY, NC, OH, OK, PA, SC
Quality Improvement in License Exempt Programs

- MI provides training, licensing prep, and quality improvement plan.
- IL offers training with incentives for license-exempt family child care.
- Other ideas – your ideas?
Quality Improvement in Summer Programs

• Changes in space, licensing, staff, curriculum
• In-depth learning – stem learning loss
• Nutritional supports and fitness
Which unique SA issues does your State or Territory address in QRIS?

___ Modified PD requirements for part-time staff
___ Alternate degree requirements that fit SA
___ Ratios that vary as children get older
___ Curriculum geared toward SA
___ Child/youth surveys
___ Assessment tools designed for SA settings
Share your ideas, experiences and thoughts:

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State Panel

Char Goodreau
QRIS Administrator
Washington

Leslie Roesler
Associate Director
PA Key

Bridget Cullen
Program Policy Analyst
YoungStar
Wisconsin
Washington State: Planning for School Age Pilot

- Implemented QRIS July 2012 – birth through age 5
- Planning for school age component started in summer of 2013
- School Age Partners
  - Schools Out Washington
  - Office of Superintendent Public Instruction
  - The Raikes Foundation
- Considerations
  - Settings and scope
  - Aligned standards and assessments
  - Other implementation partners
  - Evaluation
Schools Out Washington – Youth Program Quality Initiative (YPQI)

- Funded by The Raikes Foundation
- Process and Participants
  - King, Pierce and Spokane Counties
  - Targeted to middle school and high school age students
  - Coaching and Training
  - Funding to support quality improvement efforts
  - Hubs
    - Schools Out Washington
    - The Greater Tacoma Community Foundation
    - Spokane United Way
- For more Information: [www.schoolsoutwashington.org](http://www.schoolsoutwashington.org)
Pennsylvania

Long history of quality supports to school-age

Standards: embedded standards; special clarifications for school-age

Training: school-age specific content developed

Assistance: regionally located school-age specialists

Resources and Supports: eligibility for merit awards, education and retention, and tuition assistance
Why PA got involved

- OCDEL focus on addressing continuous quality improvement (CQI) for individuals, classrooms, facilities, programs, and systems.

- Identified need to support providers in deepening understanding of CQI implementation

- Supports varying aspects of PA Quality Rating Improvement System (QRIS) – Keystone STARS
ASQ
Afterschool Quality: The Process of Program Improvement

Step 1
- Preparing the Program Community for Improvement
  - Prepare the Staff
  - Prepare the Program Stakeholders

Step 2
- Preparing the ASQ Team
  - Select the ASQ Team and the Tools
  - Train the ASQ Team

Step 3
- Gathering the Information
  - Observe the Program
  - Complete the Questionnaires
  - Summarize the Information

Step 4
- Creating the Action Plan
  - Make Sense of the Information
  - Share the Information
  - Create the Action Plan

Step 5
- Taking Action
  - Coordinating the Tasks of the Action Plan
  - Check on the Process of Program Improvement
  - Solve Problems
Wisconsin TQRIS – YoungStar

- Engaging School Age Stakeholders
- Birth to Five Role Out began in January 2011
- School age participation began in September 2012
- Day Camp participation began in July 2014
- Evaluation Criteria components are:
  - Educational Qualifications of Lead Teachers and Directors
  - Learning Environment and Curriculum
  - Business and Professional Practices
  - Health and Well-being
- Technical Consultation for all programs
- Micro-grant opportunity – connected to an annual self-assessment and quality improvement planning, consultation
Regulated programs required to participate if receive Wisconsin Shares, programs may volunteer to participate (i.e. may not be eligible to receive WI Shares)

Participation as of June 2014:
- 3,099 programs out of 4,440 participating in YoungStar
- 43,815 children with Wisconsin Shares
- Micro-grant amount $5,385,250

Program assessment tools used
- Environment Rating Scales (FCCERS & SACERS) are used at 4 & 5 Star levels
- Self-assessment tools are chosen by program
- Continuous Quality Improvement Plans are required each year
- Accreditations are cross-walked with NAEYC and current YoungStar indicators prior to acceptance for either the 4 or 5 Star levels
Wisconsin TQRIS – YoungStar

- Staff educational records are housed at The Registry and uploaded to DCF daily
- DCF has designed the YoungStar case management system and all information is housed by DCF
- Promotion of T.E.A.C.H. scholarships
- Credit for prior learning opportunities and School Age Credentials are available from Higher Ed
- Wisconsin Afterschool Network and Wisconsin Afterschool Association are actively promoting quality improvement efforts in school age programs with the DCF
  - Developed coursework around Guiding Children’s Behaviors and School Age Curricular Framework

http://dcf.wisconsin.gov/youngstar/providers.htm
Stand Alone School Age Programs

• Stand Alone School Age Programs
  – Licensed Group Child Care (may be located outside of Group Child Care programs)
  – Evaluation Criteria, Staff qualifications, Micro-grants, and Accreditation

• Public School Exempt
  – Operated by public schools
  – Evaluation Criteria, Staff qualifications, Micro-grants, and Accreditation

• Day Camp
  – Enroll children for 14 weeks or fewer and distinct in licensing types (outdoor environmental focus)
  – Evaluation Criteria, Staff qualifications, Micro-grants, and Accreditation
Let’s Talk – Wrapping Up

Share your ideas, experiences and thoughts:
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Resources

• Evaluation of Quality Rating and Improvement Systems for Early Childhood and School-Age Care: Measuring Children’s Development. June 2011

• The Youth Program Quality Intervention (YPQI) Research Study: Implications for Policy and Practice. February 2012. This research reviews a “low-stakes” model for CQI that has produced results.

• Building Quality in Summer Learning Programs: Approaches and Recommendations. September 2009


• The Cost of Quality Out-of-School-Time Programs
For More Information

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