

Quality Rated Provider Webinar 2021 Updates

March 25, 2021



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START



Meeting Purpose

- Discuss the CAPS/QR Goal and the supports DECAL has implemented to help providers meet it.
- Share changes to the processes for the remainder of 2021



Agenda

- Guiding “Thoughts” for QR2021
- Seven Key Updates
- Q&A



Guiding Principles for 2021



Recognize that children and families need access to quality

Safely support providers in raising and maintaining quality during these unprecedented times

Maintain the Quality Rated momentum while not reducing the integrity of the system

Respect the unknowns by being as transparent and flexible as possible



Update #1

The deadline for the CAPS/QR goal is **December 31, 2021.**



CAPS/Quality Rated Goal

ALL eligible CAPS providers must be star rated (either 1, 2, or 3 stars) by **December 31, 2021** to continue to receive CAPS funding.

- Ensure supply of high-quality care to promote parent/family choice for all Georgia's children and families
- Provide more high-quality programs serving our most vulnerable children
- Practice responsible stewardship for early education supports and resources
- Support Georgia's efforts to encompass high-quality ECE in the state's education pipeline



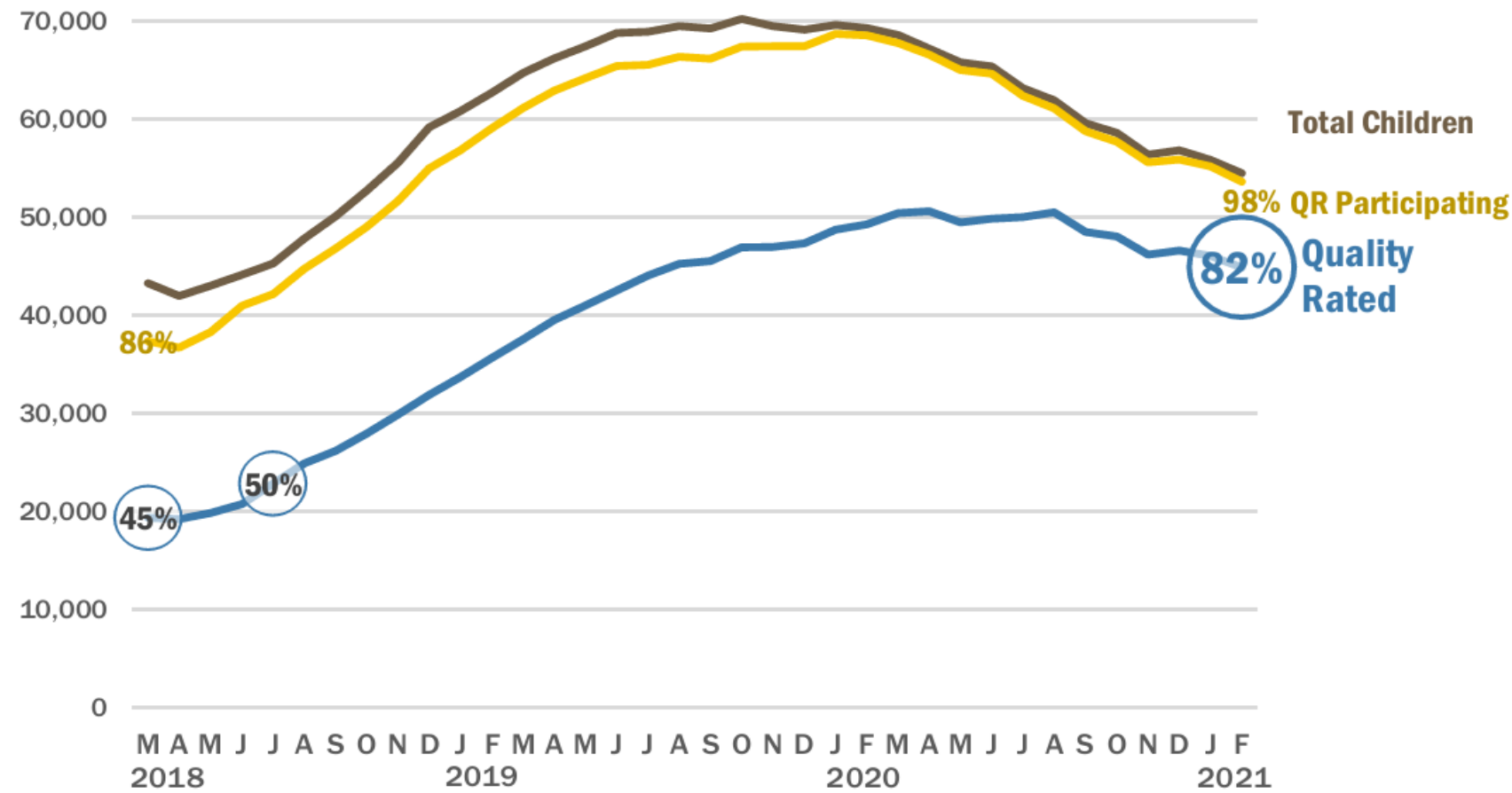
2021 Goal Context

- Recommendation from Early Education Subcommittee (now DECAL Advisory)
- Agency-wide goal
 - CAPS
 - Quality Rated
 - Instructional Supports
 - CCS
 - Pre-K
- Feasible due to GA's strong ECE foundation



CAPS/Quality Rated Goal

Children in CCDF Subsidy at QR-Eligible Providers



82% of children receiving CAPS are at a **Quality Rated** provider.





Update #2

Quality Rated has created and piloted Temporary Alternate Rating Options (TARO) to support providers in meeting the CAPS/QR goal.



TARO Overview

- In response to the pandemic and to allow providers choice in their pathway to receiving a rating safely, DECAL created a reliable method to rate programs without a live observation – the Temporary Alternate Rating Options (TARO).
 - 83% of CAPS providers who need to be rated in 2021 have validated their ongoing pledge to quality and are already registered in a 2021 cohort.
 - Being rated guarantees programs access to additional supports during these challenging times.
- 409 programs were rated in 2020; 65% were rated with TARO.



Quality Rated: TARO

- **Introduces a 1-star, 1-year rating option (Option A)**
 - Includes portfolio only
 - Initials and re-rates eligible
- **Adds a 2-star, 1-year rating option (Option B)**
 - Includes a guided CQI Quality Rated Virtual Process (QRVP)
 - Initials and re-rates eligible
- **Adds a 3-star, 2-year rating option (Option C)**
 - Includes QRVP and Live Observation – Virtual Experience (LO-VE) virtual assessment visit
 - Previously rated with observation only eligible



Option B Evaluation (Fall 2020)

36 programs successfully completed the QRVP pilot and received their star rating.



- Provider feedback was overwhelmingly positive.
- Technology presented the biggest challenge; solutions were found.
- QR and TA staff positive (with constructive feedback).
- ALL providers indicated that they are likely to recommend QRVP to another provider.
- 93% of providers rated the quality of support they received throughout the pilot as Good or Excellent.

*“With the **support and continual feedback** I never felt alone in the process. Tears of gratitude and excitement. This **program was well thought out**, the surveys were an awesome indication that **our opinions and experiences matter** to the Pilot team and the **positivity towards the providers** has been amazing.”*



Providers' overall thoughts on the QRVP pilot



“**At first I was hesitant** but as I got into the topics it was very informative to me. It was refreshing. It **made me rethink** in areas **where I had gotten a little slack.**”

“**Teachers** became **more interactive** with their families. It really **changed the way families looked at our staff.**”

“It improved our program and **provided a way to better showcase our program.**”

“**Transitions** are a lot **better** now. My **schedule flows** better.”

“The entire process was a learning experience. As a **new director**, it **helped** me to **understand my role** and **what I should expect** from my staff.”

“We learned **different strategies** to use when **transitioning**. We mostly used the same one over and over now we have a variety of transitions.”



Providers' thoughts on QRVP rubrics and ratings



“From the schedules to transition all the way to room arrangement everything connects!”

“We received a rating which will help everyone during this difficult time and we will be better prepared for our on-site visit going forward.”

“I understand the Quality Rated ERS so much better and I think that going [through] the pilot would be great before the actual on-site rating. This was a very helpful training. I feel that it prepared us to work towards receiving a 3-star rating.”

“It was a great learning experience and we were able to put the ‘skills’ gained into practice. All providers need knowledge on ways to promote the best learning environment and this approach helped us put it in practice as well.”

“I think [the optional assignments] were a great way to give my staff specific learning assignments that they could all discuss as a group.”



Providers' thoughts on support from QRVP staff



“**Anyone invested in improving** and having a program that is more than just meeting the state standards **needs to be involved** and push themselves and team to get involved. The **QR Team is well informed, helpful,** and provides support.”

‘I loved the **hands on learning** me and my team experienced. It **brought us closer with our children and families** also.’

“Our **QRIG team was a great help** to us and our **success in this QRVP program**. Anytime I had questions they would answer and if they were not sure of the answer they would **find out and reach back out.**”

“I received an **overwhelming** amount of **support from QRIG**. They were **very accessible** at all times.”

“We have **great support** from our **TA to our QRIG** they **work so hard to keep us on track** very **thankful** to work with them!”





Update #3

DECAL is instituting new CAPS milestones related to the CAPS/QR goal.

New CAPS Milestones



August 1, 2021

CAPS providers who have not selected a 2021 cohort will no longer be able to accept new CAPS families.

January 1, 2022

Families of children with CAPS scholarships enrolled in a non-rated provider will select a Quality Rated provider and will move to that new provider during their 2022 redetermination.



Transition timeline of families to Quality Rated providers

After **August 1, 2021**, new families may select only QR providers or those signed up for a cohort.

If provider not star rated or in the process to complete their rating, families move to QR provider at next renewal after **January 1, 2022**.

Deadline for providers to be rated is **December 31, 2021**.

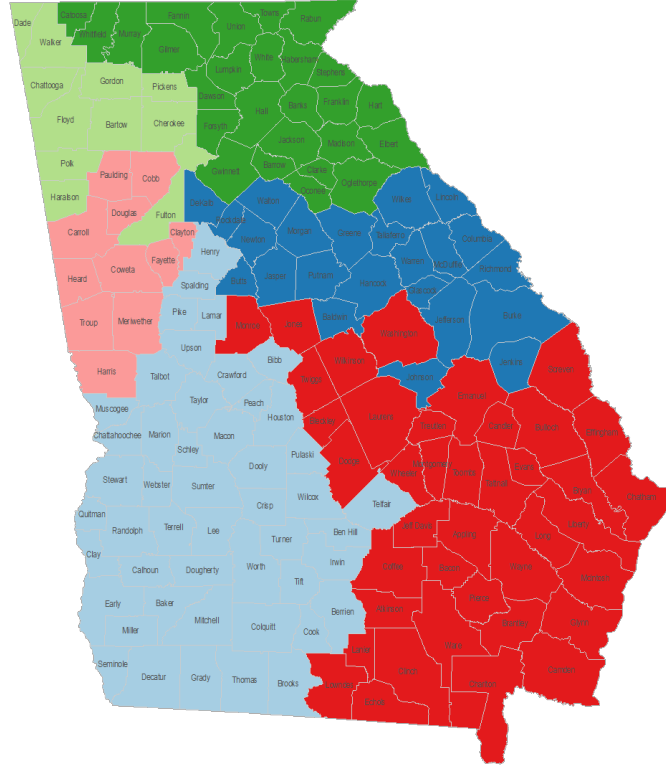




1,039 children who receive a CAPS scholarship are receiving care at programs not yet Quality Rated.

- 174 CAPS providers have not signed up for a 2021 cohort.
- 27 of these CAPS providers have 10 or more children with CAPS scholarships.
- 18% of children who receive a CAPS scholarship remain in unrated care.

CAPS providers with no 2021 cohort selection



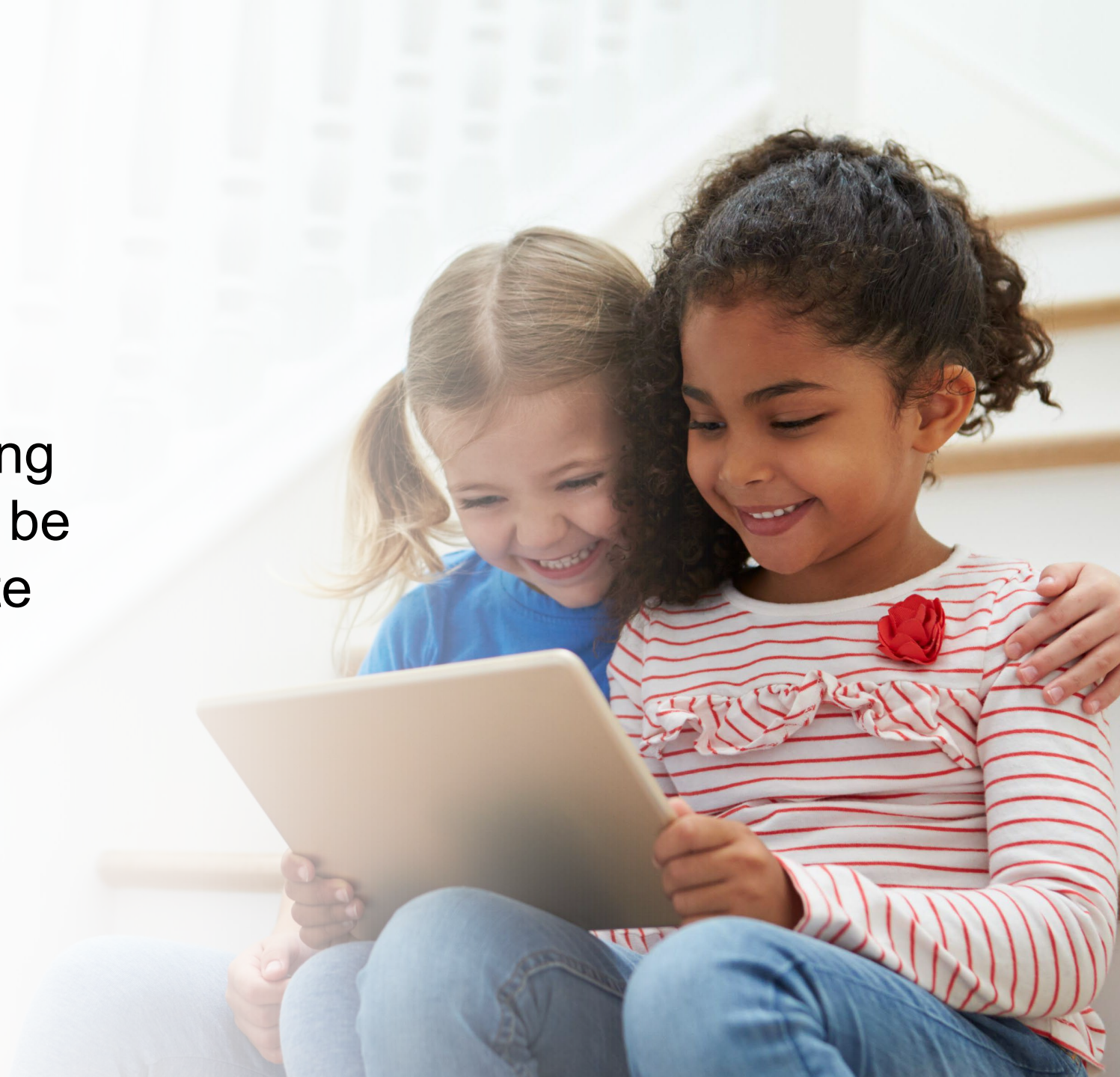
	Central East	Central West	Northeast	Northwest	Southeast	Southwest
# of Programs	12	35	36	29	19	43
# of Children	36	269	261	202	70	201





Update #4

To support providers in meeting the goal, all 2021 cohorts will be rated with Temporary Alternate Rating Options (TARO).



Why the Move to TARO for Cohorts 3 & 4?

Considerations Affecting Live Observation Timeline

- Current COVID restrictions may impact a provider's score on the ERS.
- Programs need time to recover after COVID restrictions lifted.
- On-site TA is crucial to successful observation outcomes.
- Re-training QR staff upholds the legitimacy of live observations.
- Uncertainty remains, setting a date to return to live observations is too unpredictable this year, could result in failure to meet the goal.



Meeting the 2021 Deadline – Benefits of TARO

Provides a safe pathway to meet the CAPS/QR 2021 deadline on program's own terms with increased supports.

Creates certainty and consistency to the system; allows providers, QR staff, and TAs to know what to expect and how to best plan for the year.

Equitable for all programs; everyone that is rated this year will do so with TARO.

Allows us to support providers where they are; they choose the best option (A, B, or C) for them based on their program needs.

Allows us to add additional slots this year to accommodate CAPS providers not yet in a 2021 cohort.

Programs can show how they are providing quality practices daily despite the pandemic.

Pilot results show that TARO allows programs to be successful, even during these trying times; those choosing QRVP feel that they benefited from the process.





Update #5

TARO provides a mechanism for providers to raise and maintain high quality safely.



TARO at a Glance

Option A: Portfolio Only



Provider submits portfolio to
earn structural quality points



Portfolio scores a minimum of
15 points



1-star rating awarded for 1 year

Eligible Programs	
Initial ratings	Reratings previously rated with an observation or with a TARO option

TARO at a Glance

Option B: Portfolio + QRVP

Provider submits
portfolio **and** completes
the Quality Rated
Virtual Process (QRVP)

QRVP is 12 weeks of
collaborative and
guided continuous
quality improvement
activities that earn
process quality points

Can achieve a 1- or 2-
star rating through a
combination of
points from the portfolio
and QRVP

Eligible Programs

Initial ratings

Reratings previously rated with an observation or TARO option



TARO at a Glance

Option C: Portfolio + QRVP + LO-VE

Eligible Programs

Reratings previously rated with an observation only

Provider submits portfolio to earn structural quality points

Provider completes the Quality Rated Virtual Process (QRVP) to earn QRVP process quality points

Participation in the Live Observation – Virtual Experience (LO-VE) virtual visit, culmination of QRVP practices in action to earn LO-VE process quality points

Programs can achieve a 1, 2, or 3-star rating through a combination of points from the portfolio, QRVP, and LO-VE – valid for 2 years



Options B & C

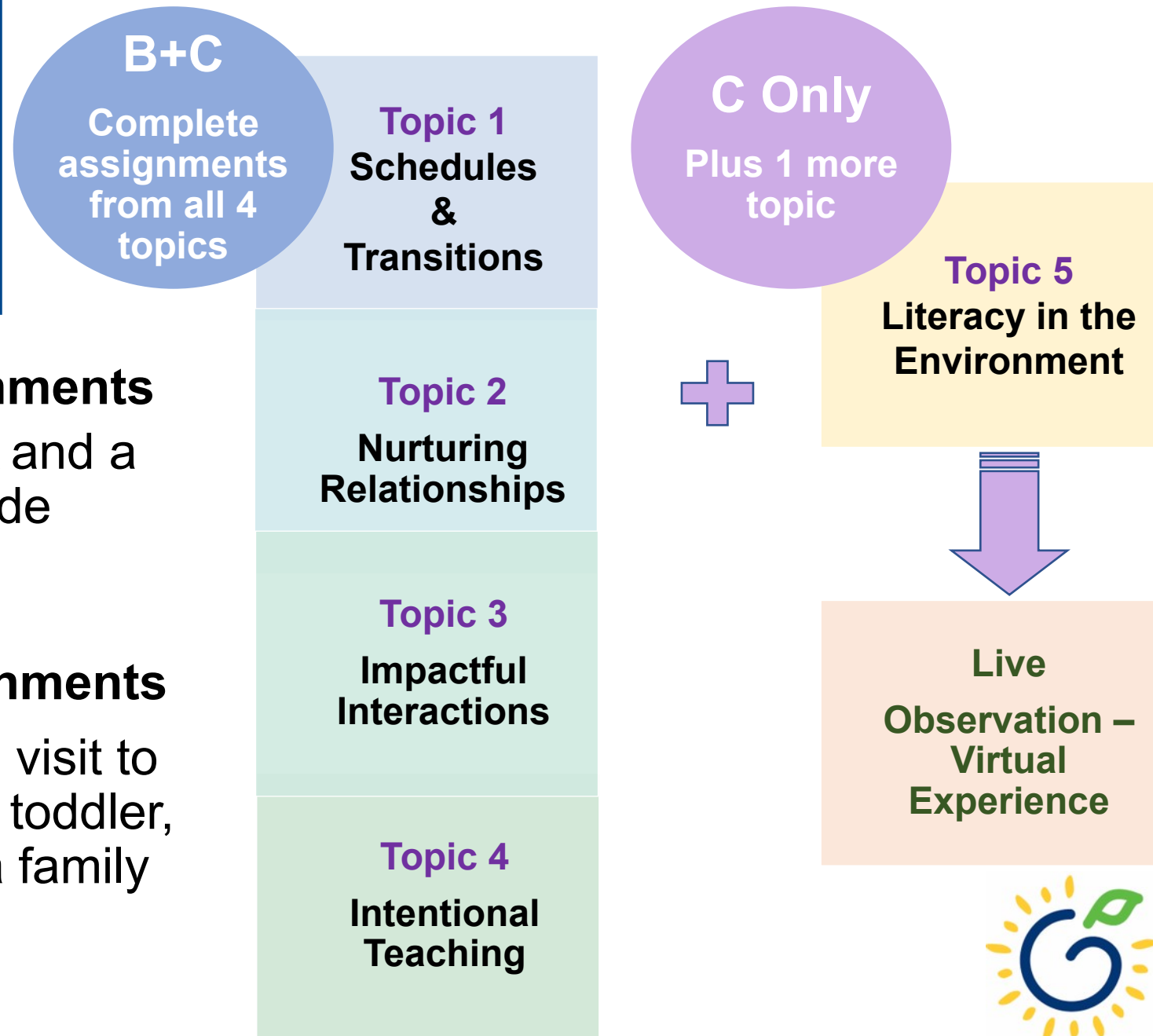
How It Works

QRVP – Complete 4 Topic Assignments

Collaboration with a CCR&R TA and a Quality Rated Improvement Guide (QRIG)

LO-VE – Complete 5 Topic Assignments

Live observation during a virtual visit to score daily practice in an infant, toddler, and preschool classroom or in a family child care home



Flow of Topic Assignments

Prerequisite Assignment

TA Process – Builds Required Knowledge

- Topic Required Webinar Viewing and Readings
- CQI Guided Discussion with TA

Required Assignment

Points Awarded – Task Completion

- Task 1. CQI Guided Discussion Summary Report – form fillable
- Task 2. Topic Webinar Quiz
- Task 3. Demonstrated Quality Practices – video clip or photographic evidence
- Task 4. What We Do Activity – in-depth quality improvement evidence of practice

Optional Assignment

Additional Points Awarded – Training Certification

- Credit bearing training found on OLLI through GaPDS
- Can be completed by any on-site teaching or admin staff



QRVP Supports



Self-Paced Process

CCR&R

TA
Coaching Experts



- Coach provider through the topic assignment content
- Plan progression to maximize success by scheduling the prerequisite learning prior to providers beginning required assignments
- Encourage use of working folders – review evidence, provide guidance based on topic instructions and rubrics, seek clarification if needed, approve movement to evidence folder for scoring
- Liaise with QRIG as needed when questions about content arise

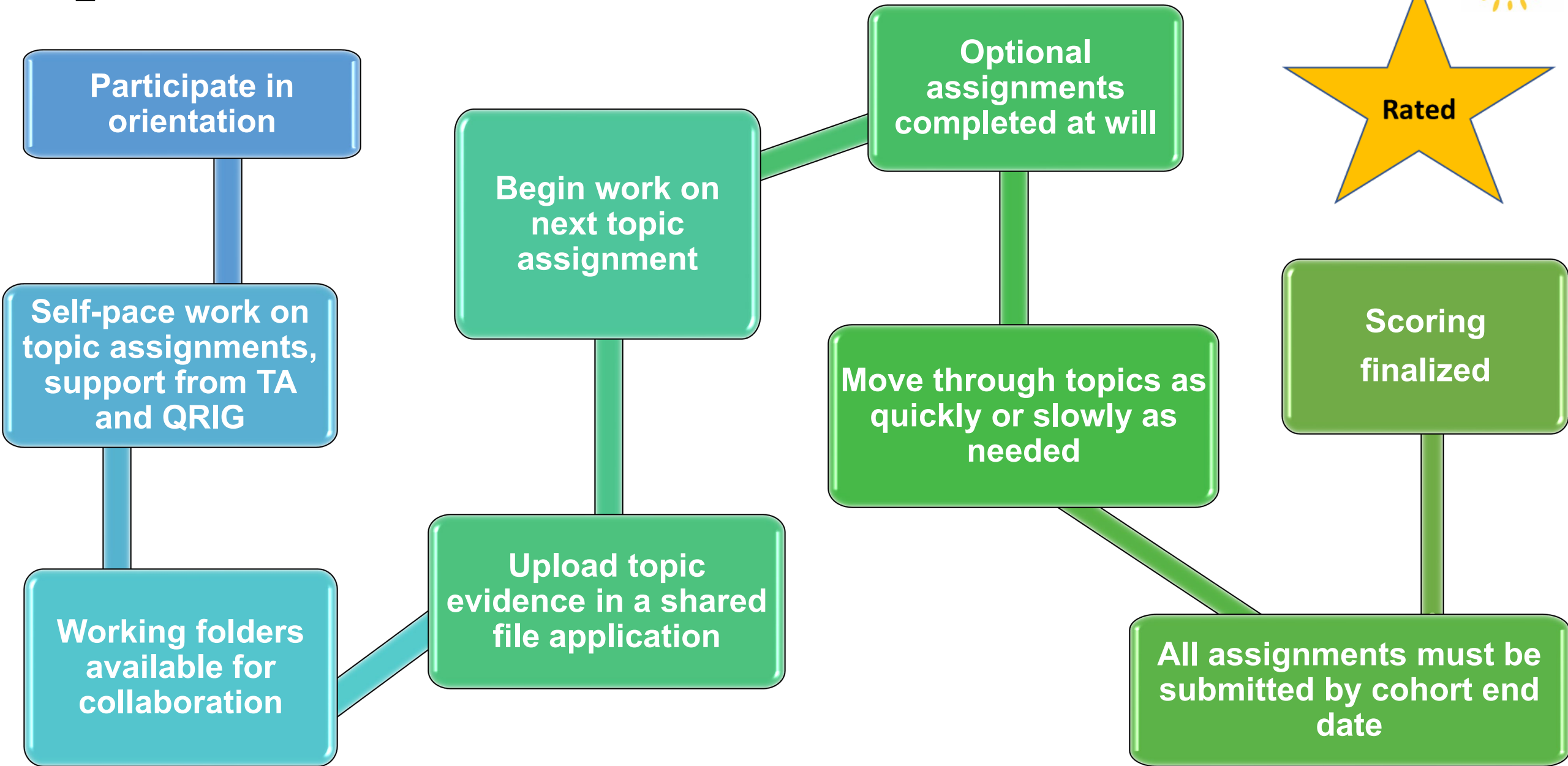
DECAL

QRIG
Process Experts



- Technical guide to lead providers and TAs through the steps of the QRVP
- Host orientation, provide support to TA and providers, solve technology problems experienced by provider
- Provide encouragement, manage the flow by releasing ShareFile folders
- Meet with providers & TAs when process or content clarification is needed, rapid response to questions from TA & providers
- Score assignments, upload strengths-based feedback forms, conduct personal feedback consultation sessions when applicable

Option B Process



QRVP TOPICS BUILD UPON EACH OTHER.



Schedules and Transitions ensure access to free play, providing crucial opportunities for relationship building and interactions.



Nurturing Relationships are the heart of learning and serve as the gateway to healthy development and education.



Impactful Interactions provide opportunities for individualized teaching to support and naturally expand learning.



Intentional Teaching uses access, relationships, and interactions to engage children in purposeful learning, extending their knowledge and application skills.



When knowledge from all topics are combined together, dynamic teaching and learning takes place.



Technical Challenges in QRVP

When technical issues arise, the following questions will help you find a solution:

- What type of device are you working on- computer, Chromebook, tablet, or phone?
- What is the operating system- Windows, Mac, or Chrome OS?
- What browser are you using- Explorer, Edge, Safari, Chrome, Firefox, other?

Possible Issues



Be sure the provider has Adobe downloaded. The free version is Adobe Reader. This program is necessary for many of the fillable files that are completed as part of the process.



OLLI/SEEDS trainings can be accessed from any type of device, including phones. However, the browser used is important. The default browser on Apple devices is Safari, so the trainings cannot be accessed in this browser. Chrome can be downloaded for free and used on Apple devices.



PEACH lesson plans need to be completed on a laptop or desktop. A tablet will also work if the orientation is set to landscape. However, the lesson plans cannot be done according to the assignment instructions on a phone.



When accessing Zoom meetings on a mobile device, be sure that all attendees close the app at the end of the meeting so that the recording stops.



DO'S AND DON'TS OF FILMING VIDEOS



DO	DON'T
Do ensure that all audio can be heard.	Don't submit videos where portions of the audio cannot be heard.
Do ensure that teachers and children are facing the camera.	Don't put the camera behind the teacher being filmed as it makes it hard to hear.
Do focus the camera on the interactions you wish the viewer to concentrate on.	Don't film a wide angle where it is unclear what interaction the viewer should focus on.
Do pay attention to time requirements.	Don't submit videos with recorded interactions that are longer/shorter than the time frame needed.
Do make sure that videos are labeled so they can be easily identified. For example, if a video is needed for each age group, include the age group in the video title.	Don't submit a video with no clarification on which class or age group the video is representing.
Do get close to the interaction you are filming to help keep background noise to a minimum.	Don't submit a video with loud background noise that prevents the interaction from being clearly heard.
Do use a tripod, prop the camera up while filming, or ask another person to help film.	Don't hold the camera and zoom in and out while filming, because that can make the audio hard to hear.
Do preview the video yourself and ask your TA to preview the video before submitting it for scoring.	Don't submit a video without watching it to ensure all requirements were met.

TIP: Place it in the working folder until the TA can review. Then, move to the Upload Evidence folder.



DO'S AND DON'TS OF CREATING A DAILY SCHEDULE

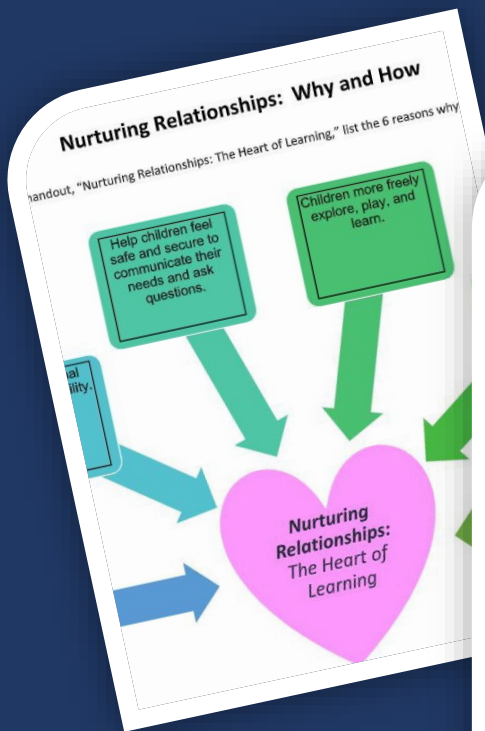


DO	DON'T
Do create a schedule that is unique to each classroom.	Don't use a pre-fabricated/general schedule for all classes.
Do be specific when denoting what occurs during each timeframe (e.g., 8:00-8:15 Wash hands/toilet).	Don't provide general statements that lack enough detail (e.g., 8:00-8:15 Arrival).
Do separate activities into short timeframes (e.g., 8:00-8:15 Story Time or Free Play).	Don't list many activities in a long block of time (e.g., 8:00-11:00 Story Time/Free Play/Wash hands/Toilet/Prepare for lunch).
Do plan at least an hour in the morning and an hour in the afternoon for indoor free play, with no other distractions.	Don't combine free play with many other activities (e.g., 10:00-12:00 Diapering/Free Play/Wash hands/ Story time/Prepare for lunch).
Do list any alternative activities children have access to during group times.	Don't list whole or small group times alone if children are not required to participate.
Do list exactly which centers are open, if not all are available.	Don't list free play generally if not all the centers are open.
Do list times for indoor and outdoor free play separately.	Don't list indoor and outdoor free play together, in the same time frame.
Do plan for and list relevant group transition times.	Don't list transitions without times.
Do consult the ERS scales to ensure your schedule contains enough free play to meet the "Good" and/or "Excellent" levels for access.	
Do have someone proofread your schedule before uploading to see if times for free play can be easily calculated.	



Samples

Keep it simple.



appropriate techniques teachers in your program intentionally use to cultivate age group you have enrolled. Techniques listed should include enough information to build positive relationships in age-appropriate ways. For example: "Talk to individual children during diaper changes about their day" would be enough information with individual children during free play" would be enough information.

technique in action. Label each photo to match their column and number on the handout, Toddler Technique #1, etc.

	Toddlers	
during	1. Make eye contact and talk with toddlers during meals. Have simple back-and-forth conversations.	1. Be sensitive to supportively, who is upset.
ending out	2. Join in free play with toddlers indoors. For example, sit in the dramatic play area and help children rock baby dolls or cook using play food.	2. Let preschool following their
xy, pointing out	3. Join in free play with toddlers outdoors. For example, kick a ball back and forth with a child.	3. Give preschool high-fives for
a-boo, using a	4. Hug a child who needs comforting, rubbing his back and reassuring him.	4. Join in free play the block are having conversation
during diaper	5. Sing silly songs or do finger-plays with toddlers, using a funny, light tone.	5. Dance and use a fun

QRVP- Topic 2 Sample Videos

permission by sites that have already completed

The Heart of Learning



To Build Nurturing Relationships with Children:

Keep children safe.	Meet individual needs in a caring and timely manner.	Show genuine interest in each individual child.	Positively respond when a child communicates through words, gestures, facial expressions, or	Respond to crying in a supportive, personal way.	Use warm, appropriate physical contact.	Talk and play with children often through the
---------------------	--	---	--	--	---	---

QRVP Topic 4: Intentional Teaching

This document provides detailed instructions for the topic assignment tasks. For detailed information on how tasks will be scored, please refer to the rubric.



Prerequisite Assignment

Instructions: Working with your CCR&R TA and your classroom teachers, complete the following prerequisite steps to ensure your teachers understand best practices associated with intentional teaching and are well prepared to implement them. For optimal success, this prerequisite assignment should be completed prior to beginning the required assignment.

1. Topic Introduction (approx. 1 hour): Webinar and Required Reading

Watch the Quality Rated [*Intentional Teaching*](#) webinar and read the corresponding [*Intentional Teaching*](#) handout.

The webinar can be found in ShareFile on the main page of the *Topic 4: Assignment Instructions, Rubrics, and Resources* folder. Use the navigation route below from your program's home screen to locate it:

C. Topic Assignment Folders > D. Topic 4 -Intentional Teaching Materials > A. Assignment Instructions, Rubric, and Resources

The handout can be found in ShareFile in the *Topic 4 Resources and Samples* folder. Use the navigation route below from your program's home screen to locate the handouts for the required reading:

C. Topic Assignment Folders > D. Topic 4 -Intentional Teaching Materials > A. Assignment Instructions, Rubric, and Resources > A. Topic Resources and Samples > A. Required Reading Handouts

2. CQI Guided Discussion (approx. 2 hours+): Work with CCR&R TA and classroom teachers to focus on how to include intentional, individualized teaching interactions during free play and routines, including diapering/toileting, handwashing, and meals/snacks. Use the following guided discussion questions to focus on how these ideas apply to your program:

- What is intentional teaching?
- Why does intentional teaching benefit children?
- How does intentional teaching help to enhance and extend children's learning?
- What types of interactions do teachers need to cultivate to extend children's learning?
- What are examples of intentional teaching during free play?
- What are examples of intentional teaching during routines?
- What is the difference between interactions, questions, and conversations?
- How can I plan for intentional teaching?
- How are schedules, transitions, relationships, and interactions (QRVP Topics 1-3) important when planning for and implementing intentional teaching?
- How can interest centers and room arrangement assist teachers in creating opportunities for intentional teaching during free play?
- How can teachers use the Language, Activities, and Interactions subscales of the ERS scales to help guide them as they engage in intentional teaching with children?
- Have teachers practice intentional teaching during free play and get TA feedback.



Required Assignment

25 points

Instructions: Working with your classroom teachers and with support from your CCR&R TA as needed, complete each of the following tasks to demonstrate quality classroom practices. Working folders have been provided in ShareFile to assist you in working with your TA until you are ready to submit the evidence for scoring. Once you are ready to submit the evidence to Quality Rated for scoring, all evidence should be moved from the working folders into the designated upload evidence folders noted in the instructions below. Once evidence is uploaded into designated evidence folders, the folders will be locked; no further edits or submissions can be made; and the submitted evidence will be scored.



CQI Guided Discussion Summary Report: To maximize points, complete all sections fully and upload to ShareFile in the Topic 4 Upload Evidence Folder named *Upload CQI Guided Discussion Summary Report*. Use the navigation route below from your program's home screen to locate the evidence folder:

C. Topic Assignment Folders > D. Topic 4 - Intentional Teaching Materials > C. Upload Evidence Folder - Submit Evidence When Ready for Scoring > A. Upload CQI Guided Discussion Summary Report

A blank copy of the form-fillable document can be found and downloaded from the main page of the *Topic Assignment Folders*. The form is called: [*Blank Form - CQI Guided Discussion Summary Report*](#). You will use this same form for CQI Guided Discussions with all topics so you may want to save a copy of this blank form to your desktop for ease of use for the remaining topics.



Take the Topic Quiz: Program Director, complete the [*Intentional Teaching Webinar*](#) quiz. The link to the quiz will be available in ShareFile when the topic folders are released, and it can be found on the main page in the *Assignment Instructions, Rubric, and Resources* folder for Topic 4. The quiz can be taken on cell phone, tablet, or computer, and it will remain available until submitted. Quiz completion and score will be automatically documented and your QRIG notified. Quiz should only be attempted one time; although the quiz form will allow multiple attempts, only the score from the first attempt is used for QRVP scoring. Upon submission, you will be immediately able to review the correct answers.



Understanding How the QRVP Topic Rubrics Work

How to Use Topic Rubrics: Each topic rubric serves as the scoring guide for each of the tasks due in the Required Assignment for that topic. Using the rubrics in combination with the Topic Assignment Instructions will help you understand the expectations for each task and allow you to evaluate for yourself the evidence you are submitting.

Understanding the Parts of a Topic Rubric: Each topic has four (4) separate rubrics, one (1) representing each task to be scored in the topic:

- CQI Guided Discussion Summary Report Rubric
- Topic Webinar Quiz
- Topic Demonstrated Quality Practices - Video Clips
- Topic What We Do Activity

Scoring Sections: each rubric has between 1 and 4 scoring sections shown along the left-hand side of the chart, these sections identify what evidence is being evaluated. Scoring sections include things like *submission of video clips*, *teacher actions*, and *children's actions* as shown in the example below.

Scoring Columns: appear alongside the scoring sections, the number of columns corresponds to the number of available points for each scoring section. There are typically 3 or 4 point ranges in the scoring columns. The example below shows a rubric with 3 different scoring sections and 4 different scoring column ranges. Each scoring column has a title that corresponds to the level of quality seen in the evidence that falls within that range.

Scoring Sections	Scoring Columns			
	Excellent / Great Work 4 points	Good / Almost there 3 points	Minimal / Starting to get it 1 point	Inadequate / Needs improvement 0 points
Submission of Video Clips				
Teacher Actions				
Children's Actions				

Scoring Statements: you will notice that within each scoring column grid there are several scoring statements aligned to each scoring section. These scoring statements differentiate the quality of evidence to allow each section to be scored based on what is submitted. As you review the evidence you are submitting, reading the scoring statements for each scoring column will help you identify which ones most closely describe your evidence. To achieve the highest points for each scoring section you would want for your evidence to match, or be true of, the scoring statements shown in the Excellent/Great Work scoring column level.

Scoring Sections	Scoring Columns			
	Excellent / Great Work 4 points	Good / Almost there 3 points	Minimal / Starting to get it 1 point	Inadequate / Needs improvement 0 points
Submission of Video Clips	Scoring Statement Scoring Statement	Scoring Statement Scoring Statement	Scoring Statement Scoring Statement	Scoring Statement Scoring Statement

How to Use a Rubric to Determine the Highest Score: The Excellent scoring column immediately to the right of the scoring section shows all the things that are needed to be seen in the evidence for the highest score to be awarded. Each scoring statement in the column at this highest level is separated by the word "and" meaning that all the scoring statements must be present and true for the highest score to be assigned. If we cannot say that all the statements in the highest scoring column are true then the highest score cannot be awarded.

As you review your own evidence you might want to print out a copy of the rubric, you could add a check mark when you see a scoring statement that is true of your evidence. If the scoring statement is not true of your evidence you would not add a check mark.

Scoring Sections	Excellent / Great Work 4 points
Submission of Video Clips	Video clips of 2 different transitions submitted
	and
	Both video clips met time requirements as defined in the instructions
	and
Teacher Actions	Both video clips included a portion of the activity the children transitioned from and the start of the next activity they transitioned to
	and
	All audio and video in both video clips could be clearly heard and seen.

In this example, after reviewing all the evidence for submission of video clips you determine that each of the statements is true of your evidence and so you expect a score of 4 for this scoring section.

It is important to remember that when reviewing your own evidence try to be as objective and unbiased as possible, read and understand the words in the rubric, read the assignment instructions carefully, and ask for clarification from your QRIG as needed. It often helps to have an unbiased party such as your TA review your evidence to make sure you are not inflating your evidence, over inflation can be easy to do.

** Remember in this scenario all 4 statements must be true**

How to Use a Rubric to Determine the Score if All the Highest Scoring Statements are not True: Remember, if even only one of the statements is not true of the evidence at the highest level then that highest score cannot be awarded. Moving down the scoring columns you can look at all the statements to determine which statement best describes the evidence you are reviewing.

Each scoring statement at all scoring column levels (other than the highest point level) are separated by either an "or" or an "and/or". This means that any or all the scoring statements could be true of the evidence you are reviewing and submitting. Remember, if you want a high score for a section you do not want to be able to put a check mark by a scoring statement at the lower levels of the scoring columns – if you do that will be your score. Unlike at the highest level you will receive a lower level score if even just one of the scoring statements is checked at that level.

In this example the score for submission of video clips would be 3, (this is the column with the lowest level check mark, even though a statement at the higher level was checked).

The score for teacher actions would be 1 (this is the column with the lowest level check mark, despite one of the statements at the highest level being checked as true).

The score for children's actions would be 4 (no statements in other lower columns have check marks and all statements in this column are checked).

Scoring Section	Excellent / Great Work 4 points	Good / Almost there 3 points	Minimal / Starting to get it 1 point	Inadequate / Needs improvement 0 points
Submission of Video Clips	Scoring Statement ✓ and Scoring Statement	Scoring Statement and/or Scoring Statement ✓	Scoring Statement and/or Scoring Statement	Scoring Statement and/or Scoring Statement
Teacher Actions	Scoring Statement and Scoring Statement ✓	Scoring Statement and/or Scoring Statement	Scoring Statement ✓ and/or Scoring Statement	Scoring Statement and/or Scoring Statement
Children's Actions	Scoring Statement ✓ and Scoring Statement ✓	Scoring Statement and/or Scoring Statement	Scoring Statement and/or Scoring Statement	Scoring Statement and/or Scoring Statement



Update #6

DECAL has a robust process to help providers secure the TARO option of their choice in a 2021 cohort.

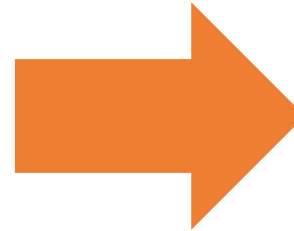


Update: 2021 Cohorts 3 & 4



CURRENT

	COHORT 3 TRADITIONAL	COHORT 4 TRADITIONAL
	July– September	October– December
	Portfolio due – May	Portfolio due – August
CAPS	283	224
Non-CAPS	81	122
Total	364	346



UPDATED

	COHORT 3 TARO (n=364)			COHORT 4 TARO (n=346)		
	July–September (Option C – October)			October–December (Option C – January 2022)		
	Portfolio due – June			Portfolio due – September		
	Option A	Option B	Option C	Option A	Option B	Option C
CAPS						
Non-CAPS						
Total						

How Switching to TARO Cohorts Will Work for Providers

- Providers will remain in their current pre-selected 2021 cohort.
- Default option will be set by the new system to Option A.
- New screen will be added to your QR account allowing programs to select a TARO option of their choice – Mid-May.
- Programs will be given a deadline to select a new option if they would like to attempt more than a 1-star rating.
 - Option A – Portfolio (1-star option all providers can select)
 - Option B – QRVP (2-star option all providers can select)
 - Option C – LO-VE (3-star option only re-rates who were previously rated with an observation can select)
- Portfolio submission dates will be extended to the month prior to the start of the cohort.
 - Cohort 3 – June instead of May
 - Cohort 4 – September instead of August





Update #7

DECAL is adding new provider supports for 2021.



Rating Incentives and TARO Awards

- Extending 2020 Rating Incentive into 2021
- Expanding eligible pool of providers who will be eligible for Rating Incentive bonuses.
- Increasing amounts for Directors and Teachers for programs participating in Options B and C
- More information coming with specific amounts and eligibility criteria.





- We are exploring possibilities to offer technology grants for providers who select Options B and C.
- We are also working with our IT on new technology for the virtual live observation.





- Cohort 2 QRVP begins April 1 (Options B and C)
 - QRVP Orientation Sessions March 31
- Portfolio submission window for Cohort 2 extended to April 15
- Providers completing the QRVP (Option B) in 2021 will be able to keep the rating for 2 years instead of 1 year
 - All topic assignments must be completed and submitted for scoring.
 - Includes providers rated during the Fall 2020 QRVP Pilot.



Reviewing the Updates

1. The deadline for the CAPS/QR goal is **December 31, 2021**.
2. Quality Rated has created and piloted Temporary Alternate Rating Options (TARO) to support providers in meeting the CAPS/QR goal.
3. DECAL is instituting new CAPS milestones related to the CAPS/QR goal.
4. To support providers in meeting the goal, all 2021 cohorts will be rated with Temporary Alternate Rating Options (TARO).
5. TARO provides a mechanism for providers to raise and maintain high quality safely.
6. DECAL has a robust process to help providers secure the TARO option of their choice in a 2021 cohort.
7. DECAL is adding new provider supports for 2021.







Thanks!

QR Help Desk: 1-855-800-7747
QualityRated@dec.al.ga.gov