



# Quality Rated Revisions

May 22, 2024





# Pam Stevens

Deputy Commissioner for Child Care Services

# Today's Agenda



- Share results from our stakeholder review about Quality Rated
- Give an **overview** of the proposed new framework
- Gather input



Everything you hear today is open to change based on the feedback we receive from you.

# Throughout the webinar, keep in mind:

---

QRIS = Quality **R**ating and **I**mprovement System

CQI = Revised framework still includes a focus on rating (**R**), but aims to strengthen the focus on Improvement (**I**)

New system provides ongoing activities and supports, rather than rating at one point in time





# Denise Jenson

Director Quality Rated Operations

# Why Review Quality Rated?

---

## Time

- Over ten years since Quality Rated was designed.
- Opportunity to incorporate new research in ECE as well as other related fields.
- Recognize the changing landscape of early education in GA including impacts from COVID-19 pandemic.

## Provider Impact

- More providers have been rated multiple times; this is an opportunity to ensure the system is supporting continuous quality improvement.
- Opportunity to better understand how well QR is meeting the needs of the multiple populations it is designed to support.

## Outcomes

- Ultimately, the comprehensive review will produce proposed revisions to Quality Rated to move into the next decade with a strengthened system.





# Comprehensive Review Process (2023)

---

*Conducted in partnership with The Urban Institute, Child Trends, and GEEARS.*

## All Aspects of Quality Rated were Reviewed

- Internal and external processes
- QR supports offered to providers
- QR supports offered to families
- How quality is communicated

## Review Components

- Provider surveys
- Family focus groups
- QR staff focus groups
- CCR&R staff focus groups
- ECE national expert focus groups
- DECAL internal leadership workgroups
- Stakeholder data walks



# Review Process – Key Findings

---

- Most Quality Rated providers said they benefited from QR, but they didn't always get the benefits they expected
- Most Quality Rated providers said that Quality Rated was fair
- Changes that could improve Quality Rated
  - Recognize the process, not just the outcome
  - Include multiple pathways
  - Have some required components, but include more options
  - Provide more than three rating levels
    - Include different assessments and weigh indicators differently
- Communication was a consistent theme.







# Proposed Changes to the Quality Rated Framework



# New Quality Rated Strategic Goals

---



Support and promote  
Continuous Quality  
Improvement (CQI)  
for long-term  
sustainable change



Incorporate the  
unique needs and  
experiences of  
children, families, and  
providers across all  
geographic regions  
and provider types



Effectively communicate  
levels of quality to  
increase awareness of  
and access to all types  
of high-quality early care  
and learning programs



# New Design

---

**Current System:**  
Focus on Rating  
and  
“Quality for a Day”



**New System:**  
Focus on CQI  
and  
“Quality Every Day”

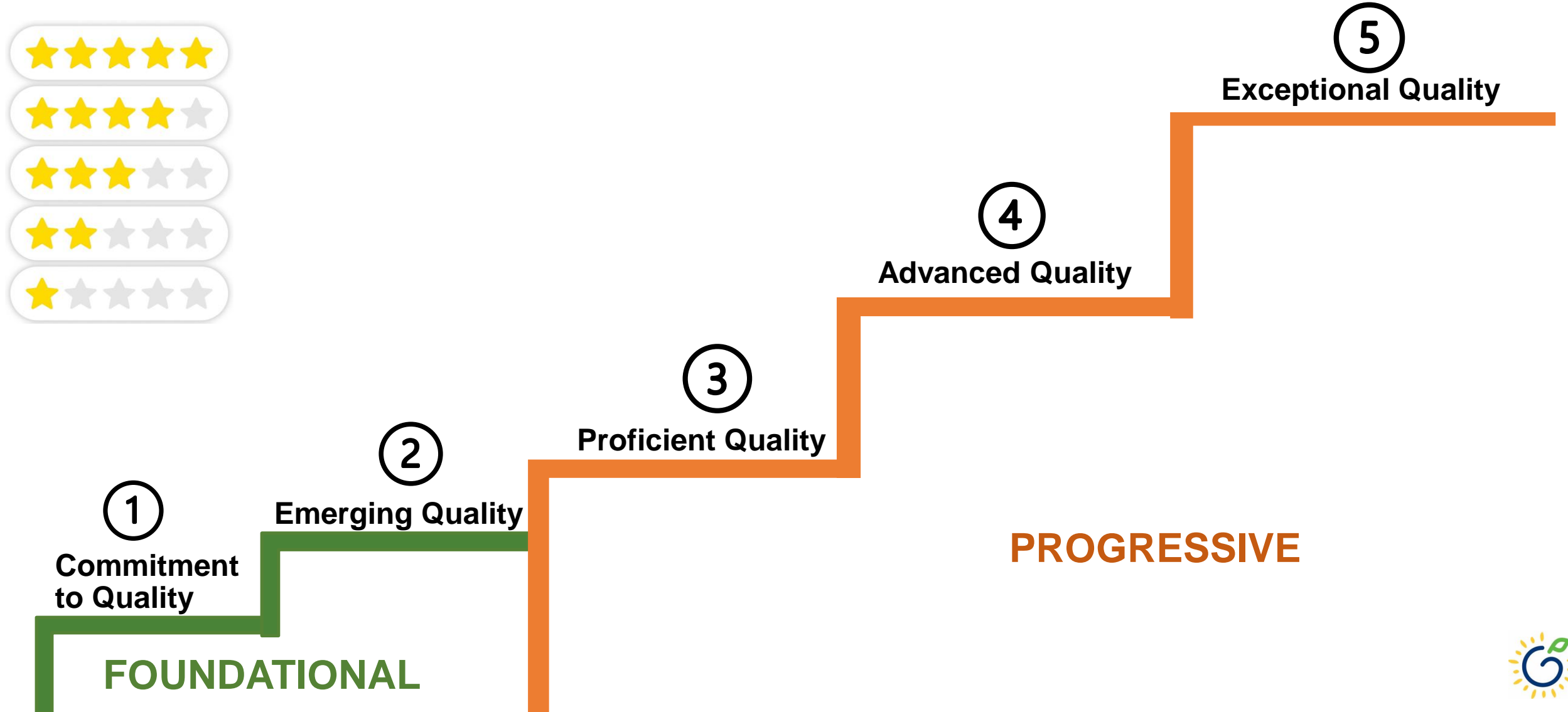




# Big Picture Changes

Current QR	Revised QR
3 Star Rating System	5 Star Rating System
Portfolio contains mostly self-reported data and reflects plans/goals	Elective Components reflect accomplishments
Self-Directed Professional Development	Predetermined professional development ensuring key topics are covered for each rating level
School-age classrooms not included in center ratings	School-age classrooms included in center ratings
Formal observation at all levels	Formal observation at highest levels
<b>Providers complete the portfolio &amp; formal classroom observation to receive score</b>	<b>Providers select the rating level they want to pursue &amp; then demonstrate they meet the requirements of that level</b>

# Five Star Levels



# Foundational Levels of Quality

---



## **Commitment to Quality**

- Compliance with DECAL programs
- Demonstrates a commitment to safe, nurturing, and developmentally appropriate environments for children



## **Emerging Quality**

- Demonstrates ongoing improvements and advancements in policies, practices, and environments for children
- Engages in continuous refinement of approaches to enhance the quality of care and support for children's development



# Progressive Levels of Quality



## **Proficient Quality**

Demonstrates competence and effectiveness in delivering developmentally appropriate care, education, and environments for children



## **Advanced Quality**

Demonstrates a well-developed approach to utilizing comprehensive best practices to provide an elevated level of care and support for children's education, growth, and well-being



## **Exceptional Quality**

Demonstrates outstanding practices that create an optimal environment for children's education, growth, and well-being





# Three New Rating Components

---

## Prerequisite Components

- Compliance with all DECAL Programs
- Commitment to Quality Statement

## Core Components

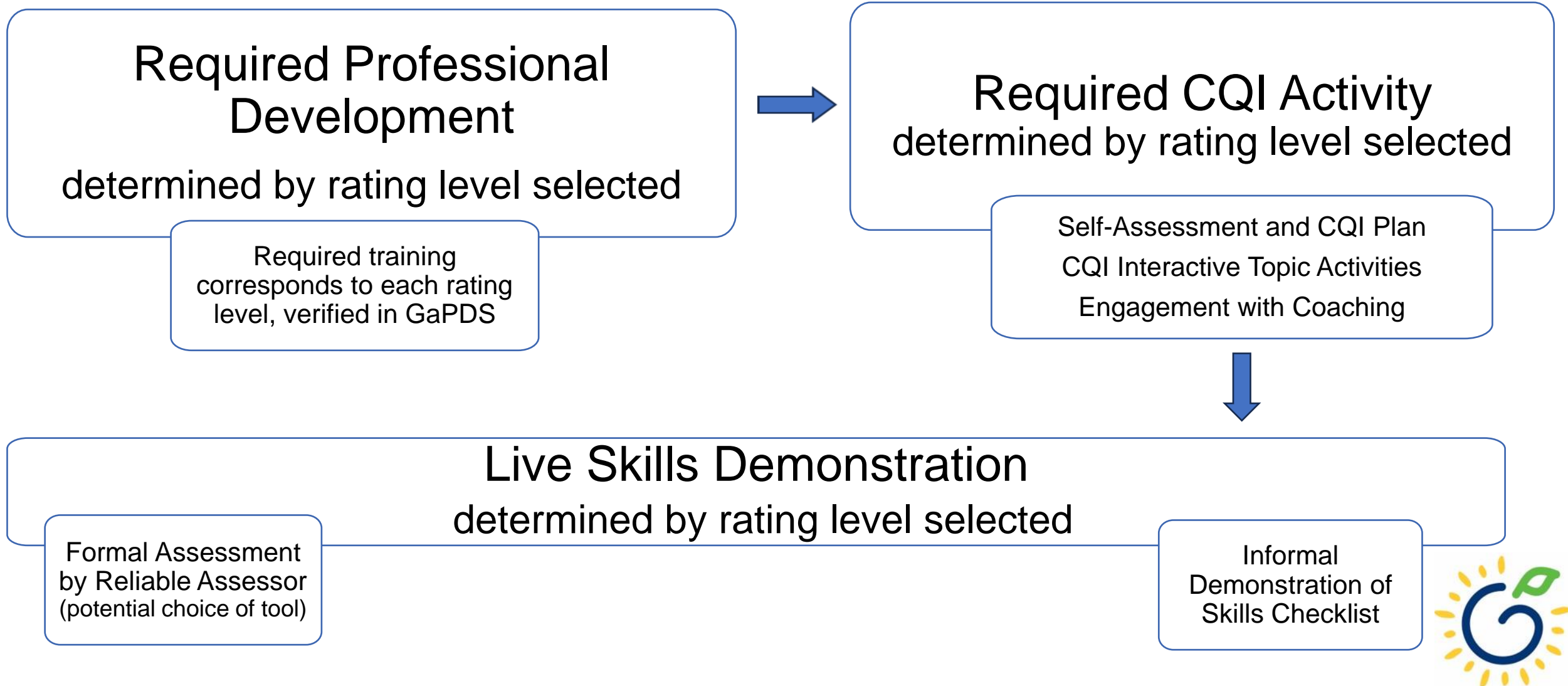
- Designated Professional Development varies at each star level
- CQI Activities & Demonstration of Skills varies at each star level

## Elective Components

- Choice of support strategies at each star level to promote the well-being of children, families, and program/staff



# System Design: Core Components



# System Design: Core Components PD Samples

## Designated Professional Development



Orientation Training



Quality Environments Training



Business Intelligence Training



Leadership Training



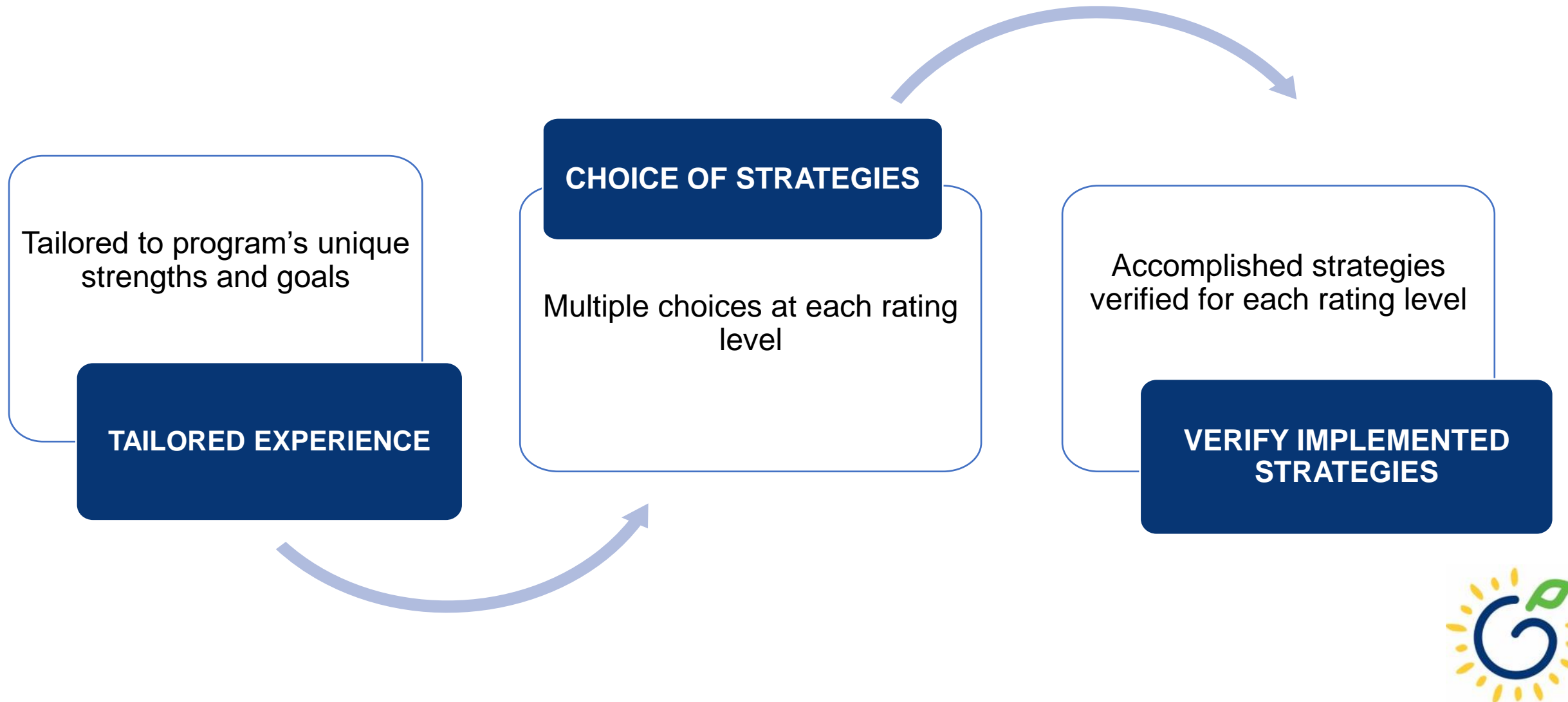
Inclusivity Training

Each Rating Level  
Includes key training  
topics that are  
fundamental  
requirements for  
achieving that rating



# System Design: Elective Components

---



# System Design: Elective Component Samples

---

## Children

- Focus on inclusive practices
- Farm to ECE activities
- Library partnership visits or book rotations
- Health screenings on site
- Enhanced ratios

## Families

- Frequent newsletters
- Family engagement activities
- Sliding scale fees
- Connections to community resources and outlets
- Family lending library

## Program Staff / Business Practices

- Staff retention bonuses or sliding pay scale
- Fringe benefits offered
- National or State Conference attendance
- Member of Peer Support Network
- Career credentials

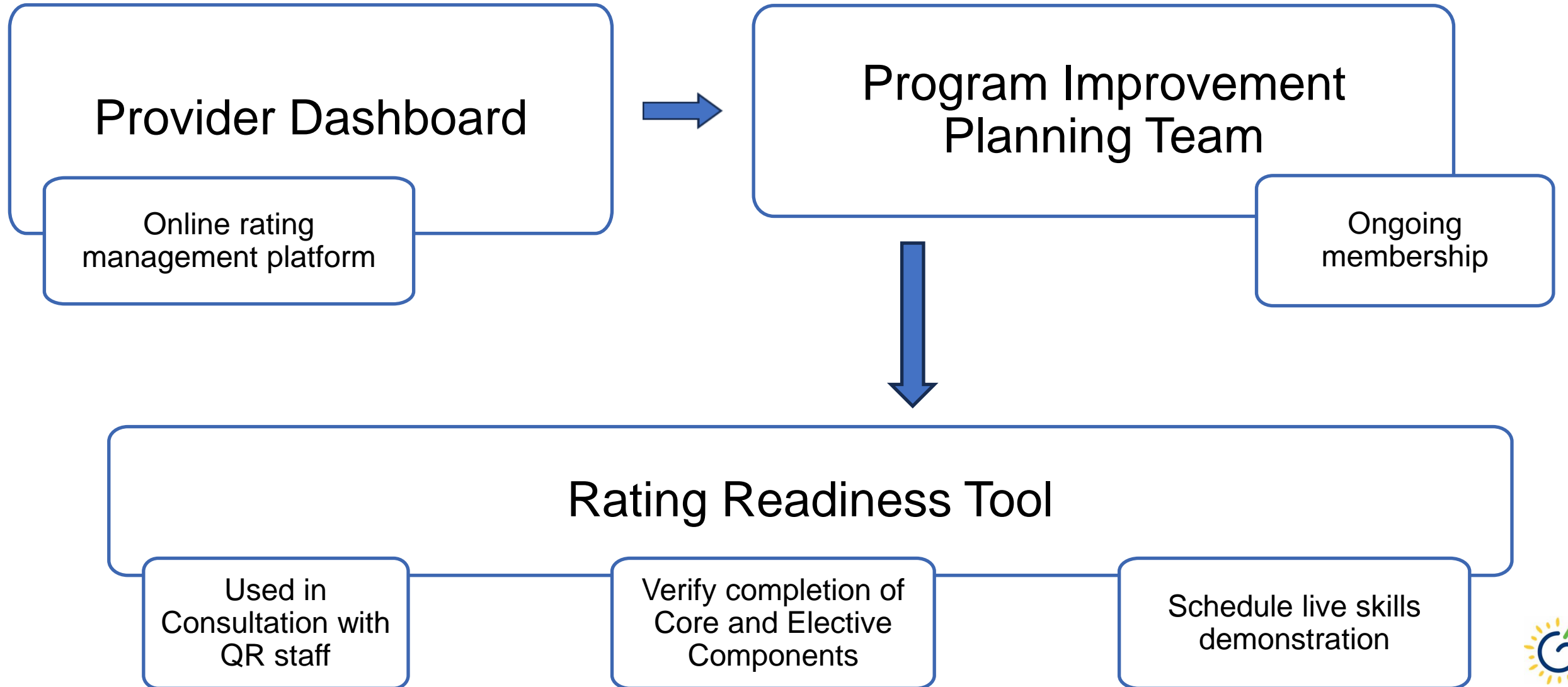
# Key Features of Rating Levels

Key Features	Star 1	Star 2	Star 3	Star 4	Star 5
Compliance with all applicable DECAL programs required to achieve and maintain rating	X	X	X	X	X
Signed Commitment to Quality Statement required	X	X	X	X	X
Predetermined professional development training required	X	X	X	X	X
Accomplishment of set number of provider selected electives for children, families, program staff / business practices	X	X	X	X	X
Official assessment with cut scores required for rating			X	X	X
<b>Choice</b> of formal assessment tool used for CQI activity (ERS, CLASS etc)			X	X	?
Rating determination based on completion of activities, not on scores for activities or official assessments	X	X			

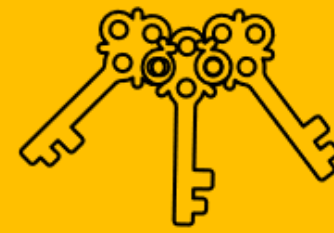
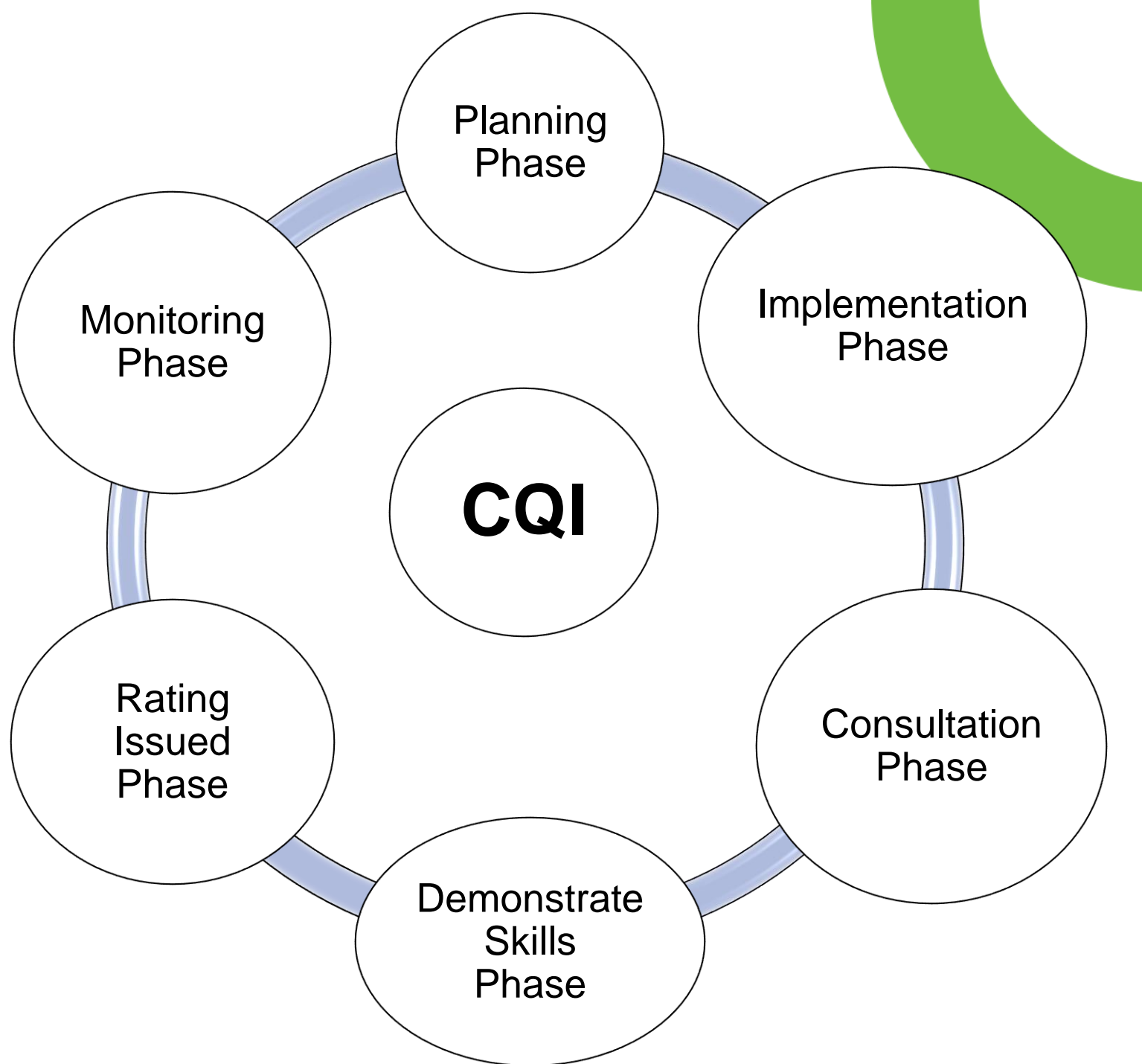


# System Design: Supports

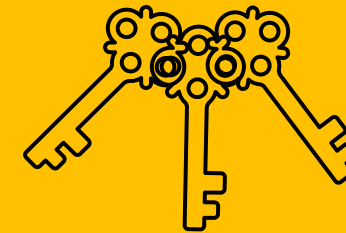
---







## Key Phases of the CQI Process

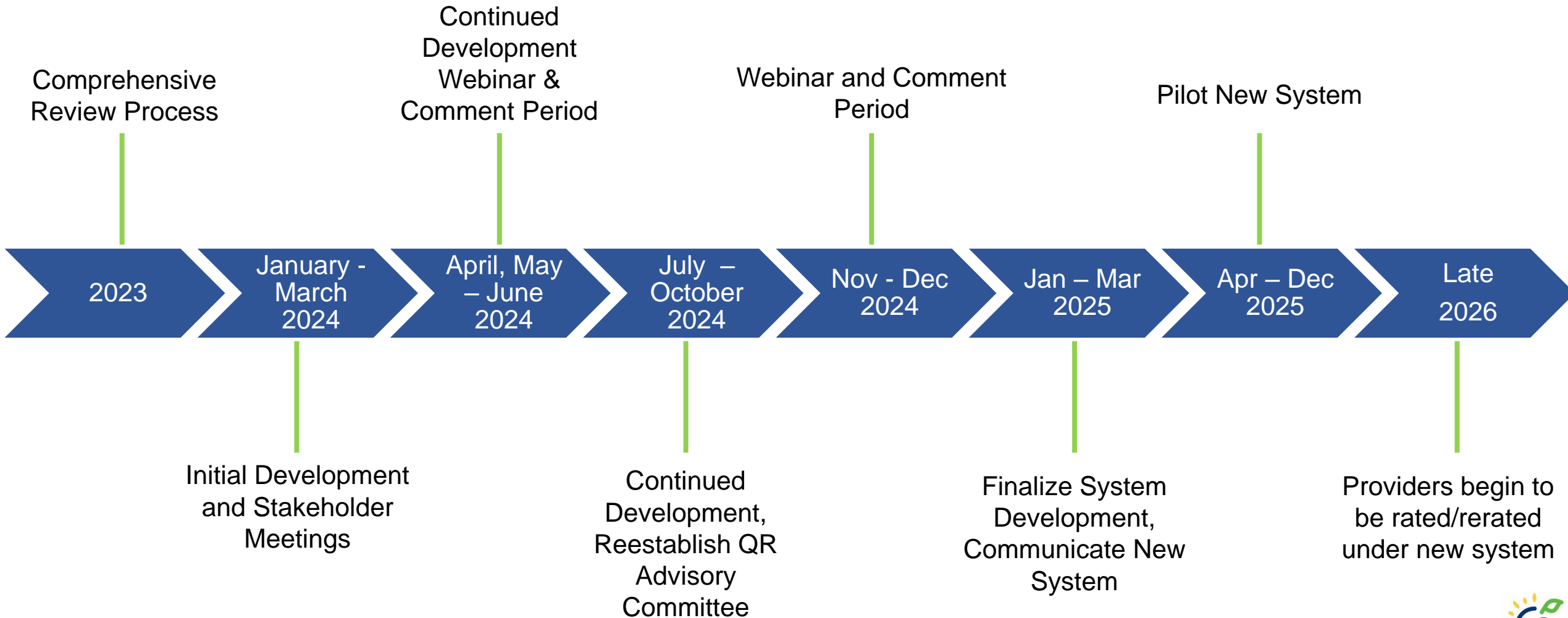


# Next Steps



Georgia Dept  
of Early Care  
and Learning  
BRIGHT FROM THE START

# Revision Timeline



# Ongoing Communication

---

- Feedback survey. Please complete by **June 14.**
- QR Advisory Committee
- Ongoing provider webinars with opportunity for feedback



# Q & A



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



# Feedback Survey

**We Want to Hear From You!**

Please respond by  
**Friday, June 14**

<https://www.surveymonkey.com/r/QRRevisionsFeedback>

