

QUALITY COUNTS

- On January 3, 2013, The Children's Trust posted a single source notice seeking a provider to administer The Children's Trust Quality Counts Rating and Improvement System (QRIS) in Miami-Dade County. The awarded applicant was required to provide a \$4,000,000 cash and in-kind match annually.
- The Early Learning Coalition of Miami-Dade/Monroe was selected to continue to administer The Quality Counts program in partnership with The Children's Trust.
- The award in the amount of \$3,261,000 will be presented to The Children's Trust Board of Directors on May 13, 2013.

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Transition to Quality Counts 2.0



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Transition from 1.0 to 2.0

- Focused on children in highest need communities
- Driven by providers
 - will be open to all who want to participate
- Automated online system
 - more efficient & convenient, less paper
- Additional standards
 - include areas of national interest

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Old Standards vs. New Standards

1. Staff Qualifications
2. Learning Environment
3. Ratios & Group Sizes
4. Program Administration
5. Family Engagement
6. (Curriculum)

- 1. Staff Qualifications**
 - Education
 - Training
 - Steps to Success Career Pathways
- 2. Learning Environment**
- 3. Curriculum**
- 4. Health & Safety**
- 5. Ratio & Group Size**
- 6. Program Administration**
- 7. Cultural Competence & Inclusion**

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QC 2.0 Rating System

- The revised Quality Counts rating system is a hybrid rating system.
- Staff Qualifications = BLOCK
- Learning Environment = BLOCK
- all other standards = POINTS

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Revised Rating Criteria

Star Rating	Staff Qualifications	Learning Environment	All Other Standards
Star 1	Meet all Star 1 requirements	Meet all Star 1 requirements	Earn at least 1 point
Star 2	Meet all Star 2 requirements	Meet all Star 2 requirements	Earn at least 6 points
Star 3	Meet all Star 3 requirements	Meet all Star 3 requirements	Earn at least 11 points
Star 4	Meet all Star 4 requirements	Meet all Star 4 requirements	Earn at least 16 points
Star 5	Meet all Star 5 requirements	Meet all Star 5 requirements	Earn at least 21 points

Bonus Points (maximum 4 points):

- 1 point for Director with a graduate degree (Masters, Specialist, Doctorate) in Early Childhood Education or Child Development (ECE/CD) **or** graduate degree out of field with 18 credits in ECE/CD
- 1 point for each Lead Teacher with a Bachelor (BA, BS) degree in ECE/CD **or** Bachelor degree out of field with 18 credits in ECE/CD
- 1 point for each Assistant Teacher with an Associate (AA, AS) degree in ECE/CD **or** Associate degree out of field with 18 credits in ECE/CD
- 1 point for current accreditation by a Florida Goal Seal accrediting organization

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Integrating Support for Social Emotional Development in Quality Counts





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Social Emotional Development in QC

- Stronger focus on teacher-child relationships in QC 2.0 system
- Building our capacity to support providers

Children's ability to experience, regulate, and express emotions; form close and secure relationships; explore the environment and learn" (Parlakian, 2003, p. 2)



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Why is It Important?

- *“Supportive early experiences put infants on a positive pathway toward school readiness.”*
- The brain continues to develop and change in response to experience after birth. High quality early experiences can create a healthy brain structure for our lifetime.

Children who are socially & emotionally competent:

- tolerate frustration better
- are less impulsive
- are more focused
- have higher academic achievement
- get into fewer fights
- engage in less destructive behavior



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Why is It Important?

- Pyramid Model of behavior support reflects the latest brain-based research identifying the quality of our early relationships with caregivers as critical in our healthy physical, cognitive, and social emotional development.
- CLASS Pre-K domains of Emotional Support, Classroom Organization & Instructional Support are associated with positive developmental and academic outcomes through elementary school.



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Where are we now?

- Quality Counts is 5 years old
- ASQ-3 is used for developmental screening of children in School Readiness program

Next Steps:

- CLASS & Pyramid Model alignment

Pyramid Model = an evidence-based prevention and intervention framework to promote social and emotional well-being and prevent challenging behaviors

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Aligning Criteria

Positive Climate

Low (1, 2)

Middle (3, 4, 5)

High (6, 7)

Relationships

- Physical proximity
- Shared activities
- Peer assistance
- Matched affect
- Social conversation

There are few, if any, indications that the teacher and students enjoy warm, supportive relationships with one another.

There are some indications that the teacher and students enjoy warm, supportive relationships with one another.

There are many indications that the teacher and students enjoy warm, supportive relationships with one another.

Positive Affect

- Smiling
- Laughter
- Enthusiasm

There are no or few displays of positive affect by the teacher and/or students.

There are sometimes displays of positive affect by the teacher and/or students.

There are frequent displays of positive affect by the teacher and/or students.

Positive Communication

- Verbal affection
- Physical affection
- Positive expectations

There are rarely positive communications, verbal or physical, among teachers and students.

There are sometimes positive communications, verbal or physical, among teachers and students.

There are frequently positive communications, verbal or physical, among teachers and students.

Respect

- Eye contact
- Warm, calm voice
- Respectful language
- Cooperation and/or sharing

The teacher and students rarely, if ever, demonstrate respect for one another.

The teacher and students sometimes demonstrate respect for one another.

The teacher and students consistently demonstrate respect for one another.

Negative Climate

Low (1, 2)

Middle (3, 4, 5)

High (6, 7)

Negative Affect

- Irritability
- Anger
- Harsh voice
- Peer aggression
- Disconnected or escalating negativity

The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity.

The classroom is characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or the students.

The classroom is characterized by consistent irritability, anger, or other negative affect by the teacher and/or the students.

Punitive Control

- Yelling
- Threats
- Physical control
- Harsh punishment

The teacher does not yell or make threats to establish control.

The teacher occasionally uses expressed negativity such as threats or yelling to establish control.

The teacher repeatedly yells at students or makes threats to establish control.

Sarcasm/Disrespect

- Sarcastic voice/statement
- Teasing
- Humiliation

The teacher and students are not sarcastic or disrespectful.

The teacher and/or students are occasionally sarcastic or disrespectful.

The teacher and/or students are repeatedly sarcastic or disrespectful.

Severe Negativity

- Victimization
- Bullying
- Physical punishment

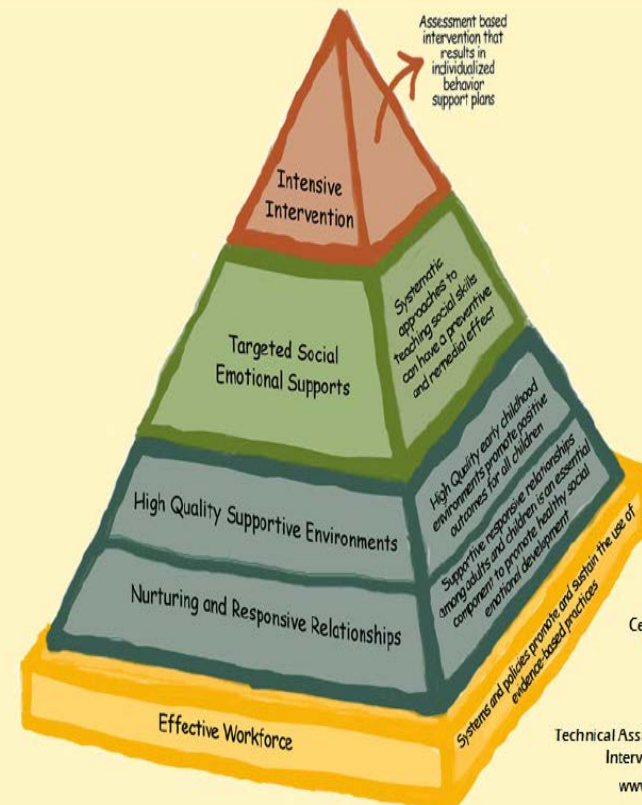
There are no instances of severe negativity between the teacher and students.

There are no instances of severe negativity between the teacher and students.

There are instances of severe negativity between the teacher and students or among the students.

Pyramid Model

for Promoting Social Emotional Competence in Infants and Young Children



Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org

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CLASS / Pyramid Model Alignment

- 3 areas:
 - Building Positive Relationships
 - Supportive Environments
 - Teaching Social Emotional Skills
- Support provided by SE Coaches and Technical Assistants
- Training available in English & Spanish

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QC 2.0 CLASS/Pyramid Model Process



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Benefits

- Will be aligned with other Community Agencies using the same model
 - Citrus Health Network, Family Central, Head Start, Miami-Dade County Public Schools
- Will provide specific strategies and skills that teachers will use long-term
- Will use assessment results to guide improvement in teachers' practice and show change over time

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and remember... It takes a village!



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