Kentucky’s Commitment to Higher Quality for Early Care and Education
What we will cover

- Tiered Quality Rating and Improvement System (TQRIS)
- History
- Approach
- Domains and Standards
- Points
- Timeline
- Supports
Partnering Agencies

• Governor’s Office of Early Childhood
• Cabinet for Health and Family Services
• Kentucky Department of Education
TQRIS
Tiered Quality Rating and Improvement System

Method to assess, improve and communicate the level of quality in early care and education and wrap around services

Current Status of QRIS in States
HISTORY
For Licensed Programs

- 2000- Established a TQRIS
- Utilized funds from KIDS Now
- Early adopter of TQRIS
- Voluntary for Licensed Programs
- Historically 30-40% participation
For school-based programs

- Started with KERA (1990)
- Exempt from licensing
- Not included in the TQRIS
- Monitored by KDE
- Pre-K included in the P2R
- Included in other forms of monitoring
Why are we changing?

★ Commitment to families
★ Unified Standards of Quality
★ 2011 Child Trends evaluation and new research
★ Race to the Top – Early Learning Challenge
★ New legislation: HB234
Guiding Principles

★ Families know the quality of early care and learning programs
★ Provide high quality services
★ Create a system to support higher levels of quality
★ Build upon program’s strengths

Luke wants to be a vet

Jazz wants to be a teacher
Pilot Study

- July 2015 - Dec. 2015
- ECERS-R, ECERS-3
- Verification of evidence
- Analysis of data informed design

Survey 1 Respondents - 1326
- Non-Licensed Head Start: 27
- Licensed Head Start: 58
- Public Pre-K: 257
- Certified Homes: 78
- Type II Child Care: 100
- Type I Child Care: 806

Survey 2 Respondents - 1524
- Non-Licensed Head Start: 48
- Licensed Head Start: 216
- Public Pre-K: 86
- Certified Homes: 39
- Type II Child Care: 119
- Type I Child Care: 1016
Kentucky All STARS is designed to:

- Increase kindergarten readiness
- Publicly recognize each program’s strengths
- Create systems of support
- Provide parent/caregiver assurances of quality

- Reduce the amount of funds spent on remediation at later grades
- Increase graduation rates
- Provide opportunities for collaboration
Kentucky All STARS aligns with the federal priority areas identified by the Race to the Top Early Learning Challenge for required program standards

10 Family and Community Engagement

10 Staff Qualifications

20 Classroom and Instructional Quality

10 Administrative and Leadership Practices
Standards

Individual statements of quality that early care and learning programs should aspire to demonstrate to achieve the highest levels of quality.
## Family and Community Engagement

<table>
<thead>
<tr>
<th>2 pts</th>
<th>Program/ Site administrator and 75% of staff complete professional learning activities related to strengthening family engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pts</td>
<td>Implement family engagement activities that promote children's development and learning</td>
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<tr>
<td>2 pts</td>
<td>Two-way communication with families</td>
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<tr>
<td>2 pts</td>
<td>Implements transition supports for children and families</td>
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<tr>
<td>1 pt</td>
<td>Share community resources with families</td>
</tr>
<tr>
<td>1 pt</td>
<td>Builds partnerships with community agencies</td>
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</tbody>
</table>
## Classroom and Instructional Quality

| 50% of teaching staff have professional learning activities in developmental screening | 2 pts | Kentucky Early Learning Standards are incorporated into lesson plans |
| Complete an environmental self-assessment using a valid and reliable tool appropriate for the ages/settings of children served | 2 pts | Staff support IFSP/IEP goals of individual children |
| Participate in an environmental observation on a valid and reliable tool | 2 pts | Staff conduct ongoing curriculum-based assessment to inform instruction |
| Ensure developmental screening within 90 days of enrollment and referral (if needed) within 30 days of screenings for all enrolled children | 2 pts | Assessment results are used to inform individual and group instruction. |
| Implements curriculum that aligns with Kentucky Early Learning Standards | 2 pts | Instructional assessment findings are shared with families |
| Implements specialized supplemental curricula | 1 pt | National accreditation acknowledged by state approved organization |
| Maintain NAEYC staff-to-child ratios and group size requirements | Up to 4 pts |  |
Staff Qualifications and Professional Development

**Required**
- Program Site Administrator/Director receives 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or have an approved early childhood credential or degree

**Required**
- 50% of teaching staff receive 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or have an approved early childhood credential or degree

**Up to 4 pts**
- Teaching staff complete appropriate credential as outlined on the Kentucky Career Lattice (50% achieve Level 1 or above; 40% achieve Level 2 or above; 30% achieve Level 3 or above; 20% achieve Level 4 or above)

**Up to 3 pts**
- Program Site Administrator/Director achieves appropriate credential as outlined on the Kentucky Career Lattice (Level 2 or above; Level 3 or above; Level 4 or above)

**50% of teaching staff participate in professional learning activities related to curriculum-based assessment**
- 1 pt

**Program Site Administrator/Director achieves the Kentucky Director Credential or holds an administrator certificate in a field not related to early childhood and the equivalent of 3 hours in child development or at least 5 years full-time related experience in the early care and education field**
- 1 pt

**Individual PD plan aligns with state identified professional core knowledge and competencies**
- 1 pt
### Administrative and Leadership Practices

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pts</td>
<td>Teaching staff are provided weekly lesson planning time</td>
</tr>
<tr>
<td>2 pts</td>
<td>Has a system for evaluating staff performance by monitoring and providing feedback for improvement</td>
</tr>
<tr>
<td>2 pts</td>
<td>Implements a continuous improvement plan</td>
</tr>
<tr>
<td>1 pt</td>
<td>Provides at least 11 days paid time off annually</td>
</tr>
<tr>
<td>1 pt</td>
<td>Provides health insurance</td>
</tr>
<tr>
<td>1 pt</td>
<td>Provides retirement</td>
</tr>
<tr>
<td>1 pt</td>
<td>Program Administrator/Director is a member of an Early Care and Education professional organization</td>
</tr>
</tbody>
</table>
HYBRID SYSTEM
Hybrid System

Required Domains:
• Classroom & Instructional Quality
• Staff Qualifications & PD

Meets regulatory requirements

Points:
• 2 pts Family & Community Engagement
• 8 pts Classroom & Instructional Quality
• 2 pts Staff Qualifications and PD
• 2 pts Administrative & Leadership Practices
• 7 pts of your choice from any domain

Points (21-30)

Required Standard:
• Environmental observation

Points:
• 2 pts Family & Community Engagement
• 8 pts Classroom & Instructional Quality
• 2 pts Staff Qualifications and PD
• 2 pts Administrative & Leadership Practices
• 17 pts of your choice from any domain

Points (31-40)

Required Standard:
• Environmental observation (Minimum score 4.0 per classroom)

Points:
• 2 pts Family & Community Engagement
• 8 pts Classroom & Instructional Quality
• 2 pts Staff Qualifications and PD
• 2 pts Administrative & Leadership Practices
• 17 pts of your choice from any domain

Points (41-50)

STARS LEVEL 1

STARS LEVEL 2

STARS LEVEL 3

STARS LEVEL 4

KENTUCKY ALLSTARS
STARS Level 1

Meets regulatory requirements
Classroom and Instructional Quality:
★ 50% of teaching staff have professional learning activities in developmental screening
★ Complete an environmental self-assessment using a valid and reliable tool appropriate for the ages/stages of children served
★ Participate in an environmental observation on a valid and reliable tool

Staff Qualifications and Professional Development:
★ Program Site Administrator/Director receives 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or have an approved early childhood credential or degree
★ 50% of teaching staff receive 10 hours of professional learning in curriculum, instructional practices and/or teaching and learning or have an approved early childhood credential or degree
Points 21-30

**STAR LEVEL 3**

**Required Standard:**
★ Participate in an environmental observation on a valid and reliable tool (no minimum score)

★ Programs can choose the standards for the 21-30 points

★ In addition to the required standards, programs must achieve at least 21 points:

- 2 points from Family and Community Engagement
- 8 points from Classroom and Instructional Quality
- 2 points from Staff Qualifications and Professional Development
- 2 points from Administrative and Leadership Practices
- At least 7 points of your choice from any domain
Required Standard:
★ Participate in an environmental observation on a valid and reliable tool (minimum of 4.0 per classroom)

★ Programs can choose the standards for the 31-40 points

★ In addition to the required standards, programs must achieve at least 31 points:

2 points from Family and Community Engagement
8 points from Classroom and Instructional Quality
2 points from Staff Qualifications and Professional Development
2 points from Administrative and Leadership Practices
At least 17 points of your choice from any domain
Required Standard:
★ Participate in an environmental observation on a valid and reliable tool (minimum of 5.0 per classroom)

★ Programs can choose the standards for the 41-50 points

★ In addition to the required standards, programs must achieve at least 41 points:

2 points from Family and Community Engagement
8 points from Classroom and Instructional Quality
2 points from Staff Qualifications and Professional Development
2 points from Administrative and Leadership Practices
At least 27 points of your choice from any domain
**Timeline**

|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|---------|-----------|-----------|----------|----------|

**Hold Harmless Period (July 1, 2016 – June 30, 2017)**

**Preschool Migration (July 2016-June 30, 2017)**

- **Migration Phase 1** child care volunteers rated by Dec. 31, 2016
- **Migration Phase 2** child care volunteers rated by March 30, 2017
- **Migration Phase 3** child care volunteers rated by June 30, 2017
- **Validation RFP released and researcher chosen (April 2017-June 2017)**
- **Validation Continued (July 1, 2017– Sept. 30, 2017)**

**Kentucky All STARS Ready Kids Conference**

July 11-13

**Regional Summits**

All required programs in system by June 30, 2017
SUPPORTS
Supports/TA

★ Coaching

★ Incentives

★ Training and technical assistance
Contact Information

**Governor’s Office of Early Childhood**
Phone: 502-782-0200
Web: kidsnow.ky.gov
Facebook.com/KYGOEC
Twitter.com/KYGOEC

**Department of Education**
Phone: 502-564-9848
Web: education.ky.gov/curriculum/conpro/prim-pre/Pages/default.aspx

**Division of Child Care**
Phone: 502-564-2524
Web: chfs.ky.gov/dcbs/dcc/