



EARLY CHILDHOOD SUMMIT 2016

LEARN. SHARE. GROW.

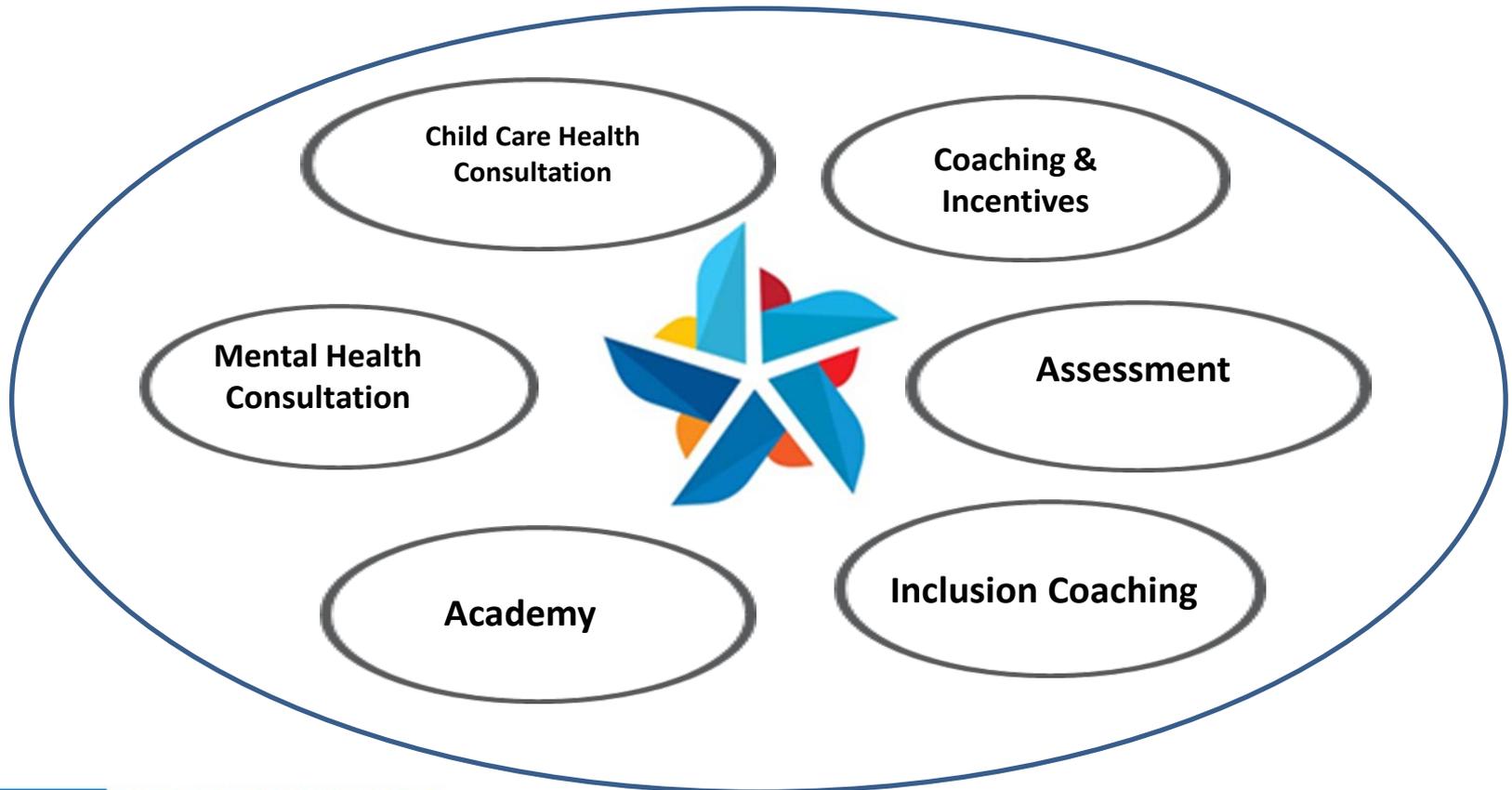


Quality First

A System of Supports

Quality First – a System of Supports

A system in which the WHOLE is greater than the sum of its PARTS



Quality First Assessment

Assessors focus on using national standards to assess best practices in early care and education centers and family child care homes. Assessors provide foundational information regarding messaging around best practices for children (birth to five) in group care settings. The Assessment Role supports the mission of Quality First by establishing a participant's standing in the continuum of quality in support of early learning.



Quality First Assessment

Who we are...



- ❑ Assessor Staff Qualifications
 - Minimum of a BA in Early Care and Education or a closely related field
 - Minimum of three years' experience

- Reliability Process
 - Training on the assessment tools
 - Double coding in classrooms
 - 90% average is required before an Assessor is allowed in the field
 - Reliability checks one in every 10 assessments per tool

Quality First Assessment

What we do...

- Observe in 1/3 of the open classrooms serving children birth to five in a center.
- Observe in family child care environments.
- Use standardized measures, (ERS, CLASS, Points Scale) to provide specific strength-based feedback to Quality First Participants.
- Provide an unbiased, objective view of a program compared to best practices in the field of Early Care and Education.





STAR RATINGS

RISING STAR



Committed to quality improvement

PROGRESSING STAR



Approaching quality standards

QUALITY



Meets quality standards

QUALITY PLUS



Exceeds quality standards

HIGHEST QUALITY



Far exceeds quality standards

ERS Average Program Score 1.0 – 1.99	ERS Average Program Score 2.0 – 2.99	ERS Average Program Score 3.0 – 3.99 <i>No classroom score below 2.5</i>	ERS Average Program Score 4.0 – 4.99 <i>No classroom score below 3.0</i>	ERS Average Program Score 5.0 and above <i>No classroom score below 3.0</i>
CLASS™ Average Program Score N/A	CLASS™ Average Program Score N/A	CLASS™ Average Program Score (ES* 4.5) (CO 4.5) (IS* 2.0)	CLASS™ Average Program Score (ES* 5.0) (CO 5.0) (IS* 2.5)	CLASS™ Average Program Score (ES* 6.0) (CO 6.0) (IS* 3.0)
Quality First Points Scale N/A	Quality First Points Scale N/A	Quality First Points Scale <i>6-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>10-point minimum</i> (SQ 2) (AP 2) (CA 2)	Quality First Points Scale <i>12-point minimum</i> (SQ 4) (AP 4) (CA 4)

ERS = Environment Rating Scales

ECERS: Early Childhood Environment
ITERS: Infant/Toddler Environment
FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™

ES*: Emotional Support Domain (Pre-K and Toddler)
CO: Classroom Organization Domain
IS*: Instructional Support /Engaged Support for Learning Domain (Pre-K and Toddler)

Quality First Points Scale

SQ: Staff Qualifications
AP: Administrative Practices
CA: Curriculum and Assessment

Quality First Assessment

How do we support the system...



- The Assessment Clarification Request form can be filled out with any questions about an assessment report.
- Assessment clarifications can be requested up to 30 business days after assessment results are released.
- The Assessment team will return requests for Assessment clarification within 15 business days.

Quality First Assessment

How is feedback provided?



- The Assessment team is always training Assessors and is able to offer informal feedback on the CLASS tools as well as the ERS tools.
- These Assessments are scheduled and the director is able to designate which room is observed to receive feedback.
- This support is available for ERS and CLASS assessments.

Quality First Coaching & Incentives

Coaches offer a consultative partnership building the capacity of early care and education providers to promote high quality care to young children through professional development, mentoring and training. The Coaching role supports the mission of Quality First by supporting participant's learning and implementation of research based best practices.



Quality First Coaching & Incentives

Who we are...

☐ Coach Qualifications

- Minimum of a BA in Early Care and Education or a closely related field
- Minimum of three years' experience

☐ Training and Preparation

- Quality First program and system
- Assessment tools
- Reinforcing knowledge and skills related
- to adult learning and change theory

Quality First Coaching & Incentives

Who we are...

Valley of the Sun United Way (VSUW) supports four agencies that provide direct coaching services across the state

- Association for Supportive Child Care
- Child and Family Resources
- Easter Seals Blake Foundation
- Southwest Human Development



Quality First Coaching & Incentives

What we do...

- ❑ Invest in Relationships for Learning
- ❑ Offer Individualized Guidance and Support
 - Synthesize collected data and co-create a Quality Improvement Plan
 - Access to incentive funds- removing barriers in reaching higher quality
 - Conduct monthly onsite visits
 - Conduct classroom observations, targeted training and technical assistance
- ❑ Collaborate with Other Technical Assistance Providers
- ❑ Link to Community Resources

Quality First Coaching & Incentives

How we support the system...

- Participant understanding of and engagement in Arizona's QRIS System- Quality First
- Participant review and synthesis of program information
- Support participants through the quality improvement process



Child Care Health Consultation (CCHC)

Child Care Health Consultants (CCHC) are health professionals that use evidence based practices and strategies to support the effectiveness in improving the health, safety, and quality of child care environments for young children. CCHC's support the mission of Quality First by promoting optimal health in child care programs and evaluating strategies to achieve quality care.



Child Care Health Consultation (CCHC)

Who we are...

In Arizona, child care health consultants are nurses and other health professionals that provide child care health consultation.

Requirements:

- A Registered or Advanced Practice Nurse (RN) with a current Arizona license or
- A Physician or Physician's Assistant with a current Arizona license
- A health professional with expertise in mental health, nutrition, health education, oral health, environmental health, and/or emergency management.

Must be a graduate of a training course based on the curriculum of the National Training Institute for Child Care Health Consultants and facilitated by an NTI training-of-trainers graduate .

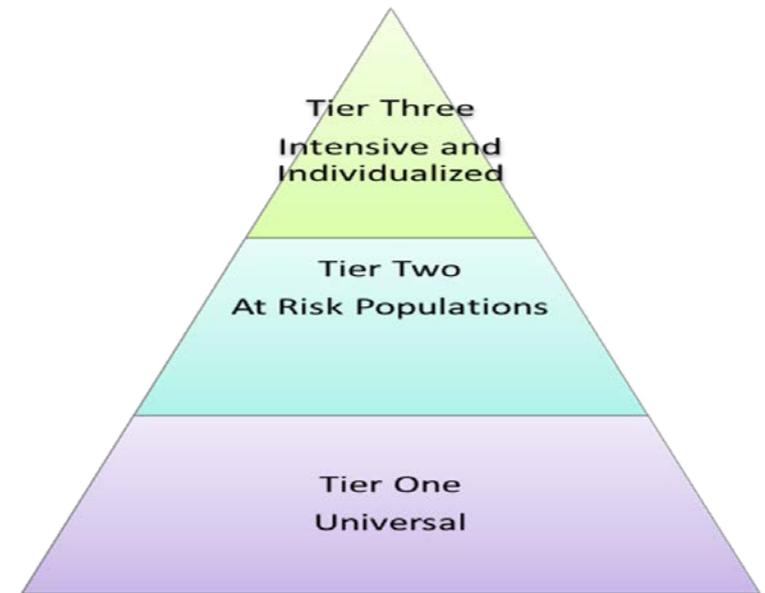
Child Care Health Consultation (CCHC)

What we do...

The roles of the Child Care Health Consultant is to deliver information, conduct training, and provide other direct or referral services related to health and safety to early care providers.

CCHCs provide:

- Telephone consultation
- On-site consultation
- Train child care staff or parents
- Health and Safety Assessment



The CCHC does NOT provide direct clinical services (i.e. injections, blood tests, health examinations).

Child Care Health Consultation (CCHC)

How do we support the system:

CCHCs are specially trained to work directly with child care providers in family care homes, centers, and other group care settings.

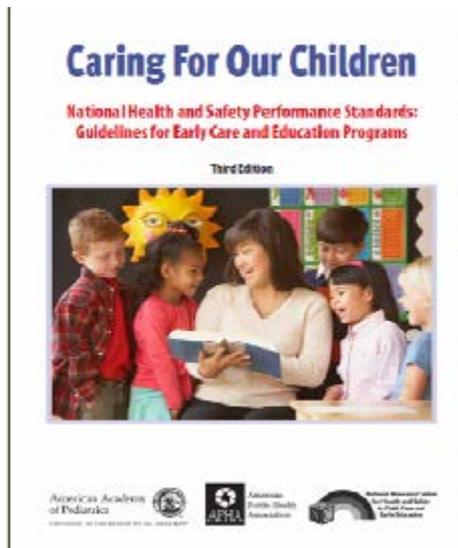
CCHCs partner with other early child care providers and professionals to:

- Assess the health and safety needs and practices in the child care facility using the California Health and Safety Checklist
- Establish and review health policies and procedures
- Manage and prevent injuries and prevent communicable and infectious diseases



Child Care Health Consultation (CCHC)

Caring for Our Children 3rd Ed.



The CCHC standards are research based, best practice standards for health and safety to improve care for children in early education and child care programs.

Child Care Health Consultation (CCHC)

How is feedback provided?



*Developed by the
California Childcare
Health Program
Funded by UCSF
School of Nursing
2014*

- The Checklist (tool) uses Caring for Our Children Three standards (CFOC3) for Stepping Stones 3rd Edition (CC3).
- The Checklist was designed to assess the key observable health and safety standards in ECE programs.
- Child care participants are provided results of completed health and safety checklist.
- Strategies are developed by CCHCs to assist in improving health and safety components in the child care programs for participants.

Mental Health Consultation

Mental health professionals partner with providers and families to enhance the social emotional health of children in early care and education programs. Children's well-being is improved and mental health problems are prevented through skilled observations, individualized strategies, and early identification of children with challenging behaviors which may put them at risk for expulsion. The Mental Health Role supports the mission of Quality First by building the capacity of caregivers to support children's social emotional needs and create environments where children can thrive.



Mental Health Consultation

Who we are:

- ❑ Smart Support Mental Health Consultants are masters-level mental health professionals:
 - Experienced clinicians, licensed or license-eligible
 - Experienced in working with young children
 - Reflective capacity and high value on relationships
- ❑ Supervision by experienced licensed mental health professionals

Mental Health Consultation

What we do:

Our goal is to increase the capacity of early childhood providers to address the mental health needs and challenging behaviors that place individual children at risk for negative outcomes in the first years of life and beyond.

Types of mental health consultation:

- Child-focused
- Classroom-focused
- Program-focused



Consultation can be short term (crisis oriented around the needs of a child) or long term, and is typically provided on a weekly basis until goals are met

Mental Health Consultation

What we do:

As part of mental health consultation we also offer:

- Trainings for early childhood staff and administrators
- Support for staff in meeting with families around challenges, concerns and positive behavior support planning
- Resources and facilitation of referrals for children, families and staff
- Support for programs to strengthen relationships among staff, children and families

Mental Health Consultation

How we support the system:

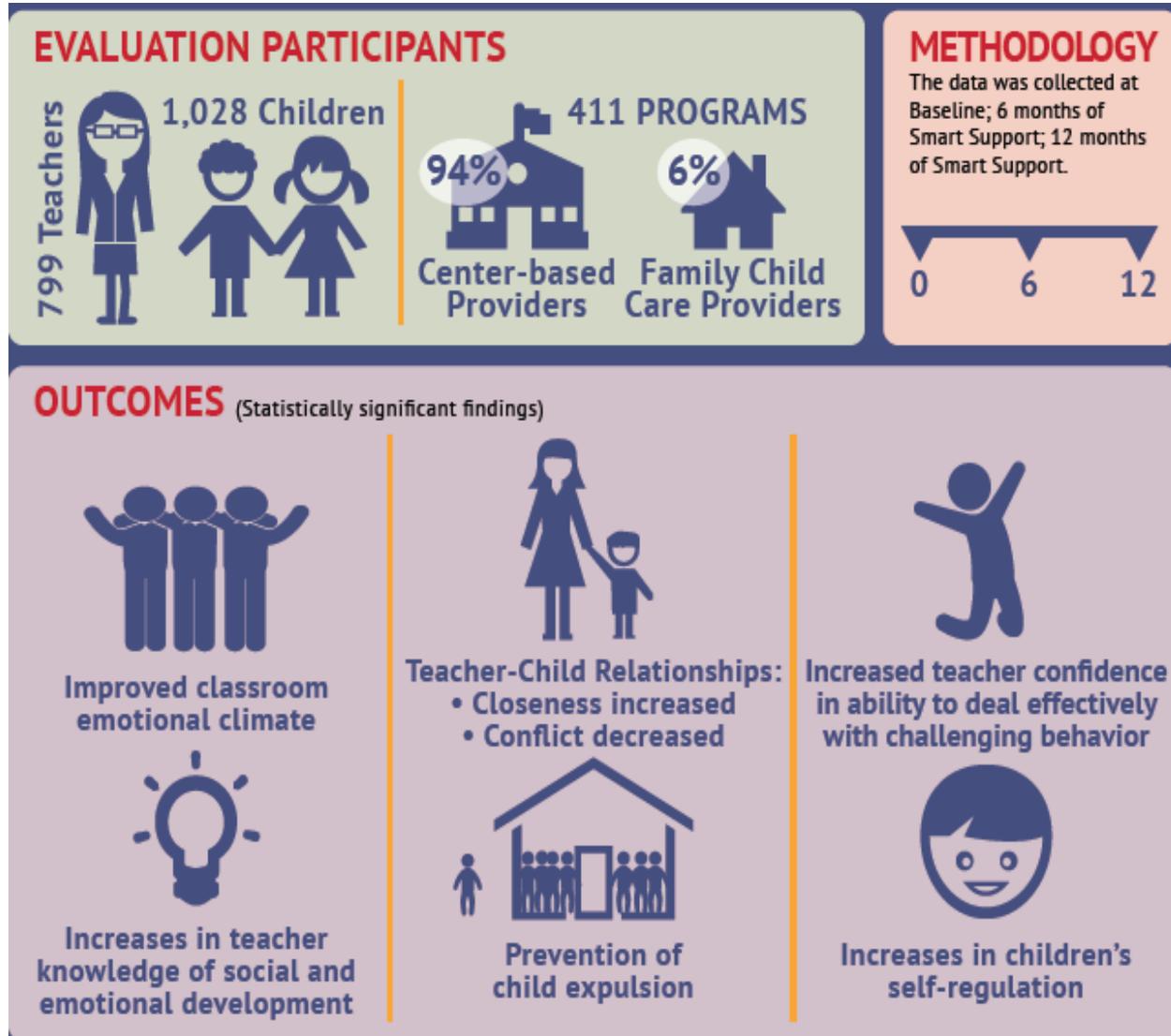
Smart Support integrates the *Teaching Pyramid* from the Center for the Social and Emotional Foundations of Early Learning (CSEFEL)

- *Mental Health consultants work to build the capacity of caregivers to support children's social and emotional development and create environments where children can thrive.*
- *Mental Health consultants collaborate regularly with other quality improvement partners to work on common goals and support overall efforts to improve program quality.*



Mental Health Consultation

How is
feedback
provided?



Early Care and Education Inclusion

Inclusion Coaching provides support to early care and education centers and homes to engage children with special needs through recognizing red flags, completing developmental screening and providing individualized instruction as well as partnering with families to make referrals for special services. The Inclusion Role supports the mission of Quality First by helping educators understand their role in supporting young children with special needs and the opportunity to increase learning and development.



Early Care and Education Inclusion

Who we are...

Staff Qualifications:

- Bachelor's or master's degree in early childhood education, child development, or related field and minimum two years experience in early intervention or early childhood special education required.
- Experience working with young children with disabilities in inclusive settings required.
- Experience in providing teaching/coaching to other providers.

Parents report: it is very difficult to find inclusive childcare.

The Early Care and Education Inclusion (ECEI) addresses this problem by supporting childcare providers.

Early Care and Education Inclusion

What we do...

Focus of the Inclusion Program

- To support the development of high-quality early care and education options for children with special needs, ages birth to 5. Improve skills and resources needed to support all children through hands-on coaching and training.

Early Care and Education Inclusion

How do we support the system...

With training and support child care providers find that they are better equipped to serve **all** children, not just those with special needs.



Early Care and Education Inclusion

How is feedback provided?

Research Has Shown:

- Critical shortage: inclusive preschool settings have only increased 5.7 percentage points in 27 years.
- Combination of training and hands on coaching has greatest impact on teacher practice.
- High quality inclusion programs are also high quality early care and education settings.
- Successful inclusion in an early childhood setting is a key component for improving later school success, and for helping children with disabilities socially engage in preschool classrooms.



Quality First Academy

Using shared knowledge of Technical Assistance Professionals, the Quality First Academy provides state-wide professional development to inform the Quality First system and supports consistency in practice across all disciplines. The Academy provides a base for understanding how to support early care and education and the practical application of best practices. The Academy supports the mission of Quality First by ensuring that best practices are taught, discussed, and implemented.



Quality First Academy

Who we are...



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SUMMIT 2016
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Quality First Academy

Who we are...

Statewide Participation

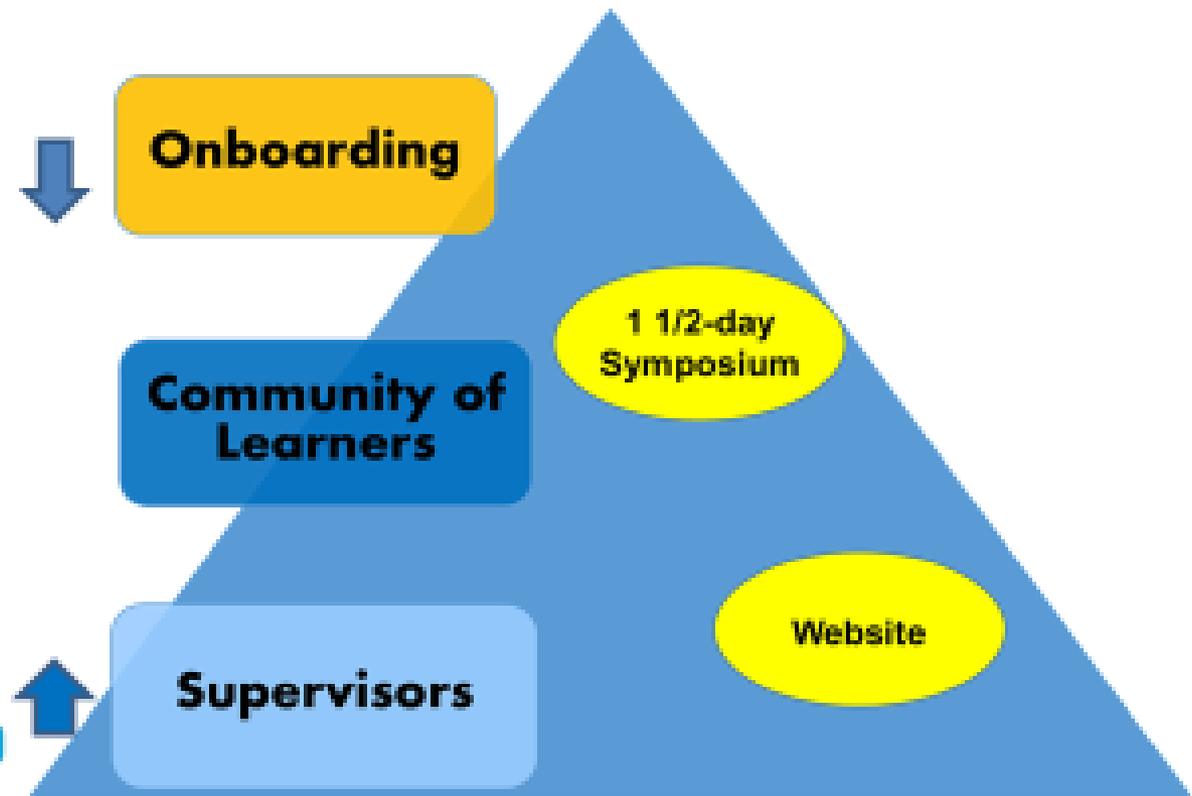
300 Technical Assistance Providers



Quality First Academy

What we do...

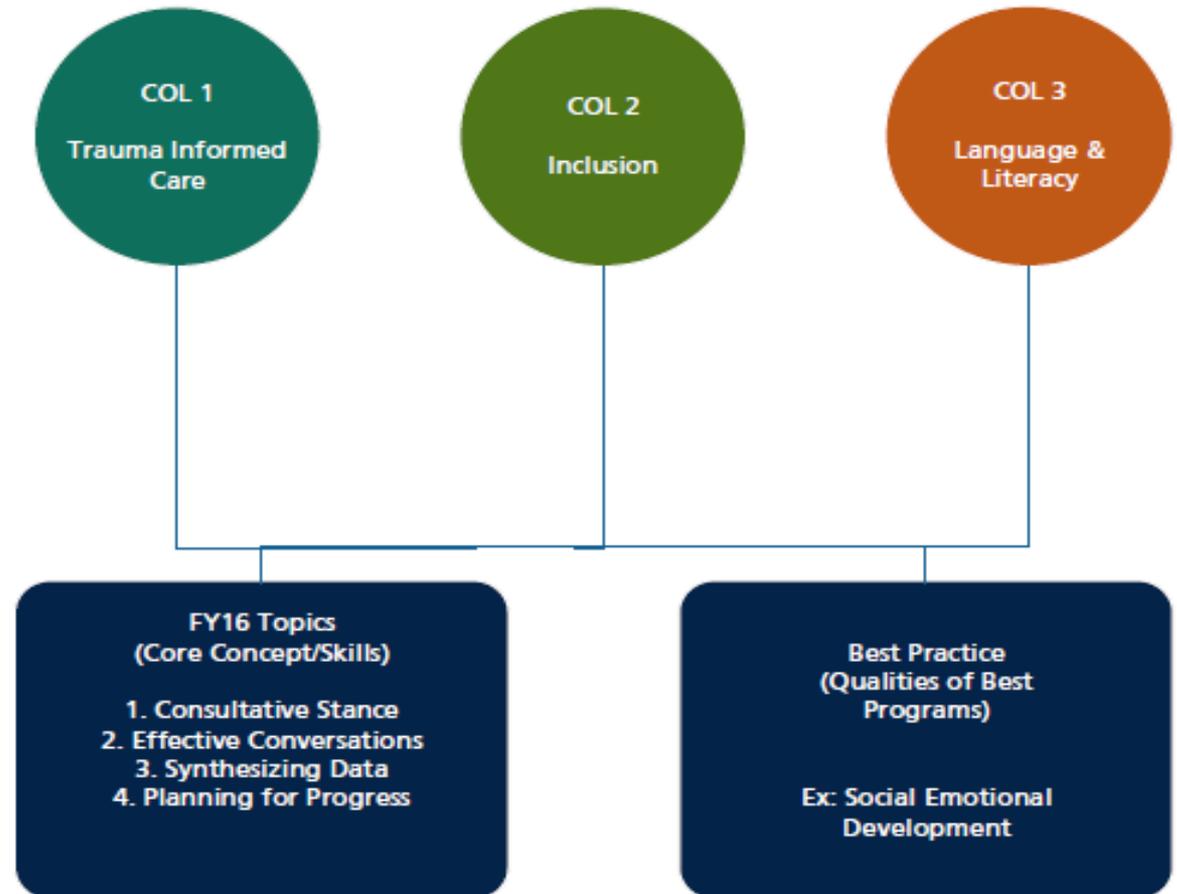
Learning Events 2016-17



Quality First Academy

How do we support the system...

Communities of
Learners
(Areas of Practice)



Quality First Collaboration

Collaboration

The act of working together to coordinate service efforts to meet a common goal.

The process involves teams to partner with one another to:

- Obtain greater resources
- Share knowledge
- Learn together, and
- Build consensus



Collaboration MUST involve the child care provider

Quality First Collaboration

What Collaboration Looks Like...

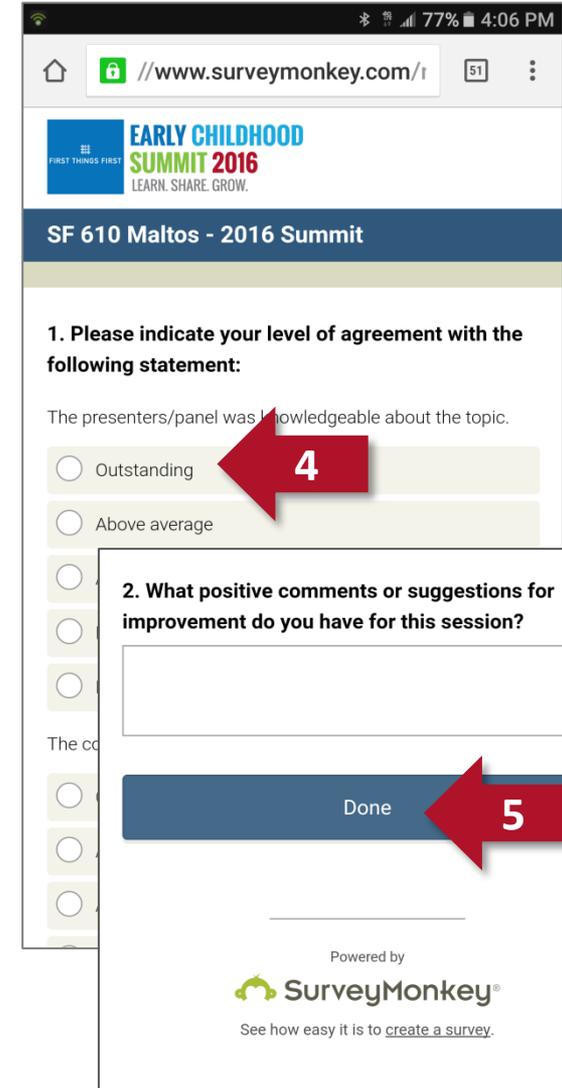
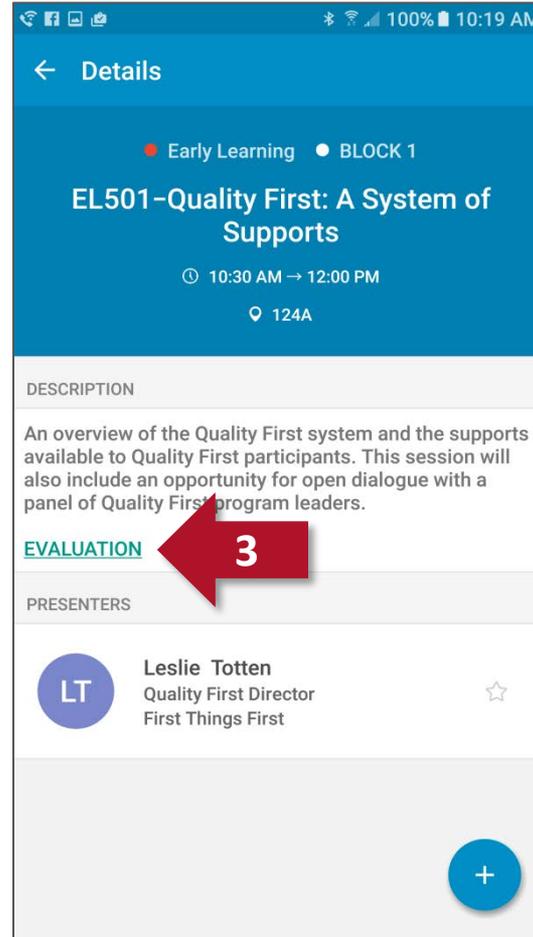
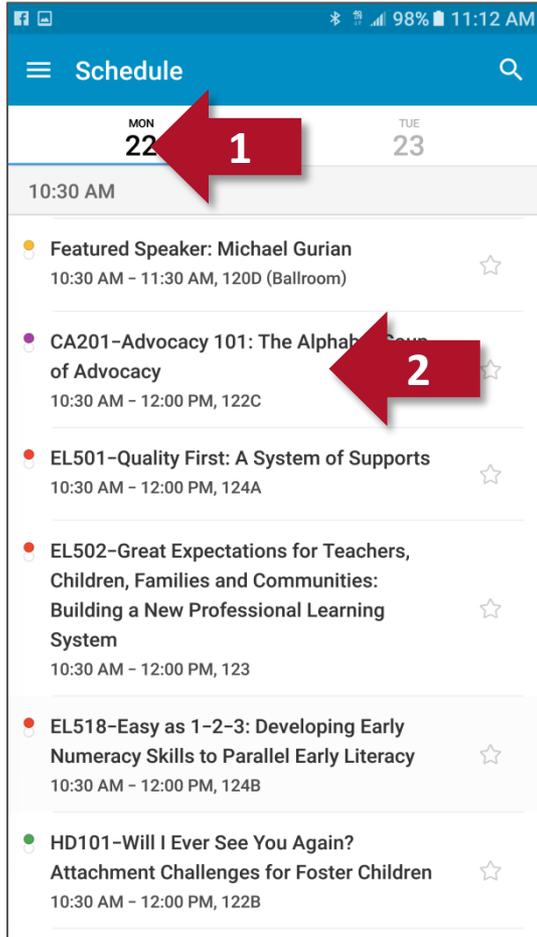


(Video Clip)

Quality First Contact Information

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- Coaching & Incentives: Christine Shrader, Community Impact Senior Director
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- Child Care Health Consultation: Deanna Matthews, Program Specialist
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- Early Care and Education Inclusion: Julie Gonzalez, Program Manager
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- Mental Health Consultation: Janet Fraatz, Senior Program Manager
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- Quality First Academy: Amy Robinson, Program Manager
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Complete the Breakout Session Evaluation on the Mobile App



Quality First functions as a System of Supports across a variety of disciplines to promote and sustain the quality of early care and education programs. As a statewide initiative, Quality First offers all participants Assessment, Academy, Coaching, and Child Care Health Consultation, while Early Care and Education Inclusion, Mental Health Consultation and Scholarships are regionally supported based on community need. All of these roles work collaboratively to create a systemic approach to quality improvement for early care and education programs.

Assessment: Assessors focus on using national standards to assess best practices in early care and education centers and family child care homes. Assessors provide foundational information regarding messaging around best practices for children (birth to five) in group care settings. The Assessment Role supports the mission of Quality First by establishing a participant's standing in the continuum of quality in support of early learning.

Academy: Using shared knowledge of Technical Assistance Professionals, the Quality First Academy provides state-wide professional development to inform the Quality First system and supports consistency in practice across all disciplines. The Academy provides a base for understanding how to support early care and education and the practical application of best practices. The Academy supports the mission of Quality First by ensuring that best practices are taught, discussed, and implemented.

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Scholarships: Child Care Scholarships support access to quality early childhood learning environments for children ages birth to five. The Scholarships Team commits to providing excellent customer service to both providers and families, ensuring participants abide by programmatic guidelines and conserving the integrity of data reported on a monthly basis. Scholarships supports the mission of Quality First by ensuring children have access to a quality early learning experience.