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**

- Child Care Health Consultation
- Coaching & Incentives
- Mental Health Consultation
- Assessment
- Academy
- Inclusion Coaching
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.
# Quality First Assessment

## STAR RATING

<table>
<thead>
<tr>
<th>Rising Star</th>
<th>Progressing Star</th>
<th>Quality</th>
<th>Quality Plus</th>
<th>Highest Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed to quality improvement</td>
<td>Approaching quality standards</td>
<td>Meets quality standards</td>
<td>Exceeds quality standards</td>
<td>Far exceeds quality standards</td>
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## ERS Average Program Score

| ERS Average Program Score
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.0 – 1.99</td>
</tr>
<tr>
<td>2.0 – 2.99</td>
</tr>
<tr>
<td>3.0 – 3.99</td>
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<tr>
<td>4.0 – 4.99</td>
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<tr>
<td>5.0 and above</td>
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## CLASS™ Average Program Score

| CLASS™ Average Program Score
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<tr>
<td>N/A</td>
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## Quality First Points Scale

| Quality First Points Scale
<table>
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<tbody>
<tr>
<td>6-point minimum</td>
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<tr>
<td>10-point minimum</td>
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<tr>
<td>12-point minimum</td>
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### Quality First Points Scale

<table>
<thead>
<tr>
<th></th>
<th>SQ</th>
<th>AP</th>
<th>CA</th>
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<tbody>
<tr>
<td>Rising Star</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Progressing Star</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Quality</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Quality Plus</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Highest Quality</td>
<td>4</td>
<td>4</td>
<td>4</td>
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### Quality First Points Scale

<table>
<thead>
<tr>
<th></th>
<th>SQ</th>
<th>AP</th>
<th>CA</th>
</tr>
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<tbody>
<tr>
<td>ES*</td>
<td>4.5</td>
<td>4.5</td>
<td>2.0</td>
</tr>
<tr>
<td>CO</td>
<td>5.0</td>
<td>5.0</td>
<td>2.5</td>
</tr>
<tr>
<td>IS*</td>
<td>6.0</td>
<td>6.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Quality First Points Scale

<table>
<thead>
<tr>
<th></th>
<th>SQ</th>
<th>AP</th>
<th>CA</th>
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</thead>
<tbody>
<tr>
<td>ECERS: Early Childhood Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITERS: Infant/Toddler Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCCERS: Family Child Care Environment</td>
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</tbody>
</table>

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 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.
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 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.
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
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.
How is feedback provided?

- 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.

www.csefel.vanderbilt.edu
Mental Health Consultation

How is feedback provided?

**Evaluation Participants**
- 799 Teachers
- 1,028 Children
- 411 Programs
- 94% Center-based Providers
- 6% Family Child Care Providers

**Methodology**
The data was collected at baseline; 6 months of Smart Support; 12 months of Smart Support.

**Outcomes**
- Improved classroom emotional climate
- Teacher-Child Relationships: Closeness increased, Conflict decreased
- Prevention of child expulsion
- Increases in teacher knowledge of social and emotional development
- Increased teacher confidence in ability to deal effectively with challenging behavior
- Increases in children's self-regulation

**First Things First Early Childhood Summit 2016**
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...

Tina Sykes
Content Development

Brenda Urquidi
Admin. Supervisor

Rose Phillips
Content Development

Amy Robinson
Program Manager

Torie Hackett
Content Development
Statewide Participation

300 Technical Assistance Providers

108 coaches

40 mental health consultants

59 assessors

35 child care health consultants

24 DES certification specialists

17 inclusion coaches

17 other (WACOG, EHC CCP, Make Way for Books, DHS)
Quality First Academy

What we do...
Learning Events 2016-17

- Onboarding
- Community of Learners
- 1 1/2-day Symposium
- Website
- Supervisors
Quality First Academy

How do we support the system...

Communities of Learners (Areas of Practice)

COL 1
Trauma Informed Care

COL 2
Inclusion

COL 3
Language & Literacy

FY16 Topics (Core Concept/Skills)
1. Consultative Stance
2. Effective Conversations
3. Synthesizing Data
4. Planning for Progress

Best Practice (Qualities of Best Programs)
Ex: Social Emotional Development
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

- Quality First @ First Things First: Leslie Totten, Director
  602-771-5019 ~ ltotten@azftf.gov ~ First Things First

- Assessment: Katie Romero, Assessment Program Manager
  602-633-8652 ~ kromero@swhd.org ~ Southwest Human Development

- Coaching & Incentives: Christine Shrader, Community Impact Senior Director
  602-631-4881 ~ cshrader@vsuw.org ~ Valley of the Sun United Way

- Child Care Health Consultation: Deanna Matthews, Program Specialist
  602-771-5059 ~ dmatthews@azftf.gov ~ First Things First

- Early Care and Education Inclusion: Julie Gonzalez, Program Manager
  602-633-8160 ~ jgonzalez@swhd.org ~ Southwest Human Development

- Mental Health Consultation: Janet Fraatz, Senior Program Manager
  602-200-0434 ~ jfraatz@swhd.org ~ Southwest Human Development

- Quality First Academy: Amy Robinson, Program Manager
  602-633-8403 ~ arobinson2@swhd.org ~ Southwest Human Development
Complete the Breakout Session Evaluation on the Mobile App

1. Schedule
2. Details
3. Evaluation
4. SurveyMonkey
5. Done
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.

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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.