# Quality Counts

Raising the Quality of Early Learning and Care

Spotlight on the Role of Higher Education in Quality Counts California

> CAAEYC Forum Palm Springs November 9, 2018 Debi Silverman, First 5 California







### **Session Goal:**

Help develop a plan to strengthen the role of higher education in Quality Counts California (QCC) Let's use a Microlab Protocol



## Background: QCC

- All 58 counties
- Funded by First 5 California and the California Department of Education, Early Learning and Care Division
- Promote local partnerships
- Inclusive of all setting types







Use rating results to inform Quality Improvement Plan



Implement coaching, scholarships, professional development

- Coordinate with Quality Projects
  - Support sites' ongoing improvement



Raters/Assessors trained and consistent

Coordinate with state monitoring process

#### **Improvement**

Coordinate QI tools and supports for locals

Facilitate coaching as needed

Coordinate with quality projects

## RATING & IMPROVEMENT

#### **Improvement**

Coordinate statewide QI supports:

- Coaching
- Workforce Supports
- Child Observation
- Family Engagement
- Higher Education

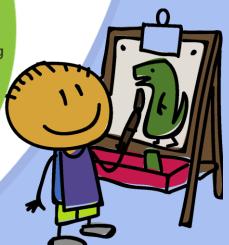
#### Rating

Provide guidance on consistent rating implementation

Provide assessor training and support

Coordinate state monitoring process with locals









Support local data collection efforts

Create, build capacity, and sustain aligned, efficient regional EC systems

#### **SYSTEM**

local EC systems

Use statewide data system to provide data and results to stakeholders

Develop and implement policy and funding recommendations to serve more settings and children

**Build local** capacity, facilitate peer learning

sustain aligned and efficient monitoring and statewide systems





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### Goal 1: Faculty are active partners in their local consortium.





# What is the role of consortia?

- Recruit and onboard providers
- Coordinate, align, and implement quality improvement and workforce development efforts
- Provide incentives
- Conduct assessment and rating
- Collect data; evaluate local efforts
- Provide information to families, providers, and community





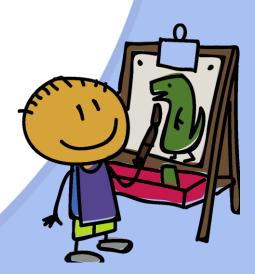
# Who are consortia partners?

- First 5 county commission
- County office of education
- Higher education
- Resource and referral agency
- Local planning council
- Other community partners



#### Assumptions:

- Faculty have accurate, practical and timely information about the membership and role of consortia.
- Faculty see their role in the quality early learning system.
- Faculty are supported by their institution of higher education to engage in their local consortium.



#### Discussion questions:

- What other things need to be in place to ensure faculty are active partners in their local consortium?
- What are specific suggestions to bridge current reality and required knowledge, beliefs, and actions to achieve the goal?



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## Goal 2: Faculty prepare students to engage deeply in QCC.



# What is Quality Counts California?

https://qualitycountsca.net

Using a common set of early learning and care program standards, each QRIS supports quality improvement, assesses, and rates voluntary participating programs in its own geographic area.



Promote a culture of continuous quality improvement through leadership communities of practice.

Disseminate information about QCC and embed QCC information into training and coursework.

experience of the early care and education workforce to improve the professionalism and quality of the ECE workforce.

## QRIS

Integrate and coordinate across local systems.

Track and promote the

education, training, and

Use data about site quality and participation in continuous quality improvement to advocate for child-centered funding and policy.

Ensure consistent rating by developing local, regional, and statewide standards and supports for rating reliability.

Build skills and competency of the early childhood workforce by identifying standards and delivering high quality coaching and training to meet those standards.



#### Assumptions:

 Faculty have accurate, practical, and timely information about the components of QCC.

 Faculty have ready-made, easy-toimplement resources provided by the state.

#### Discussion questions:

- What other things need to be in place to support faculty in preparing students to engage fully in QCC?
- What types of resources would be helpful and how would they be used?



**Goal 3:** 

Faculty engage early childhood educators in high quality, statewide coaching, training, and other professional development resources. ))



#### Assumptions:

- Faculty see value in and support use of the early childhood workforce registry.
- Coaching and trainer certification processes and resources can be embedded in the IHE coursework.



#### Discussion question:

 What does the QCC state team need to know about higher education (strengths/challenges) to inform these goals and assumptions?



# Questions?



# Thank you!

Facilitated by:



**EDUCATION** 

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