

# Quality Counts *California*™

Raising the Quality of Early Learning and Care

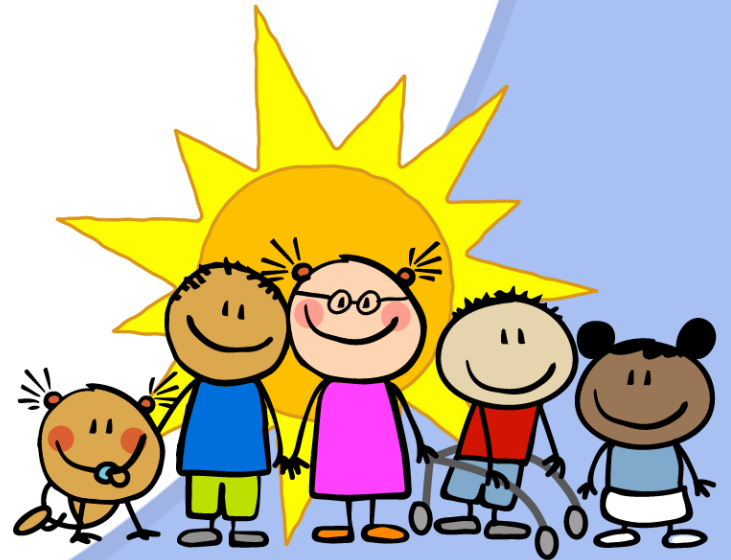
## Spotlight on the Role of Higher Education in Quality Counts California

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

Facilitated and Funded by:



And Local  
County  
Partners



# Session Goal:

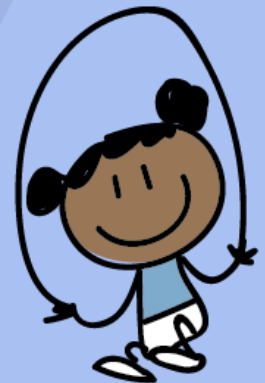
Help develop a plan to strengthen the role of higher education in Quality Counts California (QCC)

**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







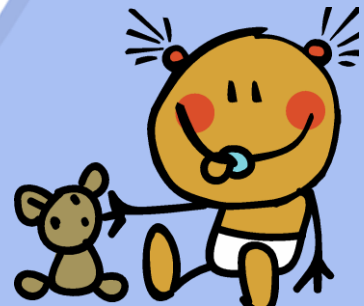


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*Goal 1:*

*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:

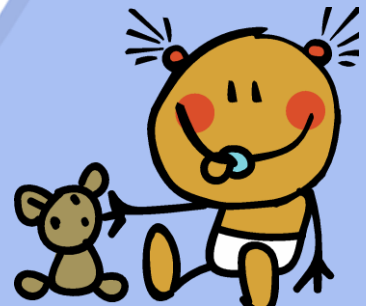
- What other things need to be in place to ensure faculty are active partners in their local consortium?
- What are specific suggestions to bridge current reality and required knowledge, beliefs, and actions to achieve the goal?



“

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

”



# What is Quality Counts California?

<https://qualitycountscalifornia.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.*

***Track and promote the education, training, and experience of the early care and education workforce to improve the professionalism and quality of the ECE workforce.***

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

# QRIS

*Integrate and coordinate across local systems.*

*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-to-implement resources provided by the state.



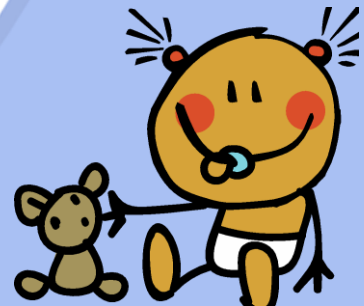
## Discussion questions:

- 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.

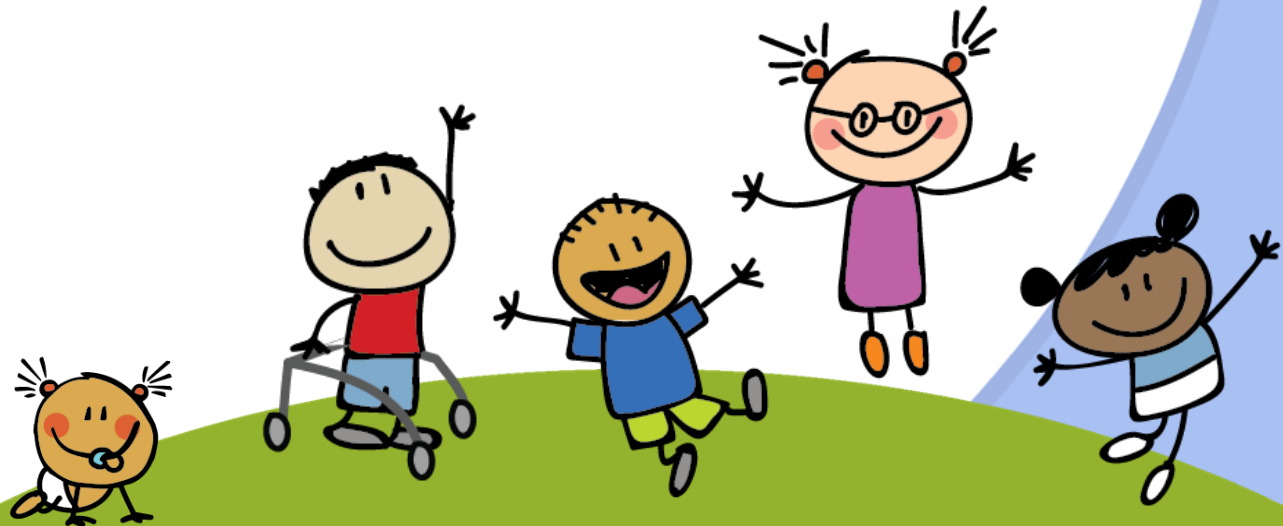


## Discussion question:

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



# Questions?



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# Thank you!



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