

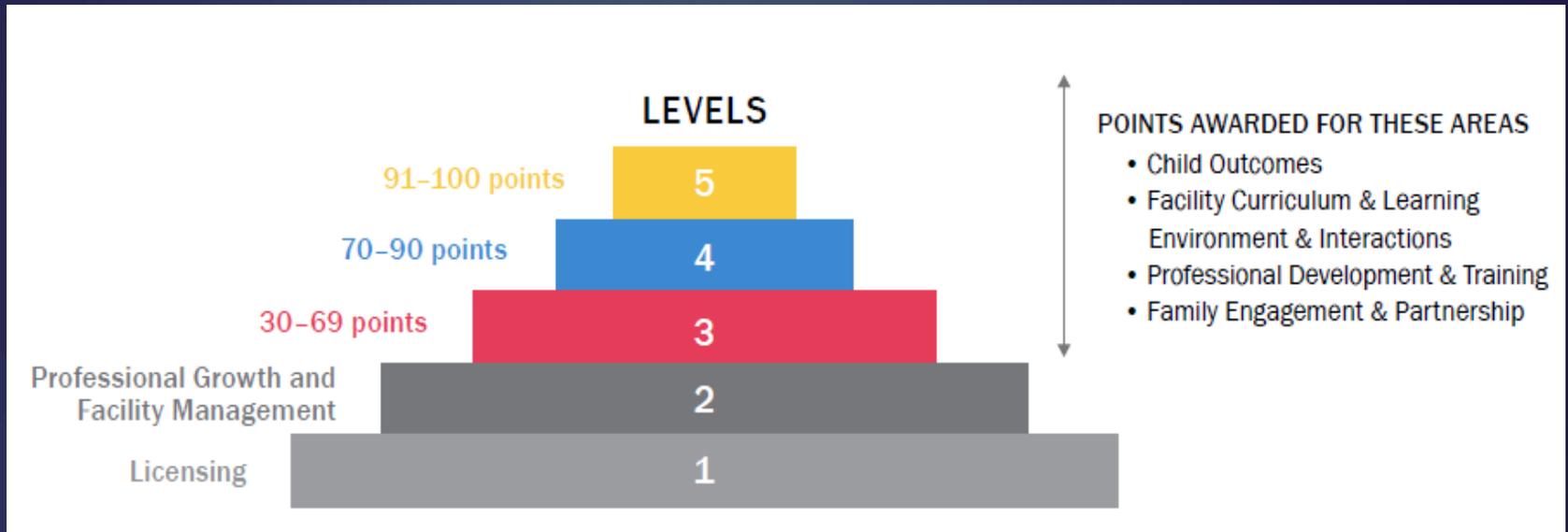


Data Collection Process Overview
Early Achievers Review Subcommittee
1/21/2016

Early Achievers Timeline



Hybrid Model



The model is designed to support facilities in building a strong foundation at Levels 1-2, then gain points by meeting standards that are in line with their program philosophy at Levels 3-5. The model supports continuous quality improvement at all levels.

Partners in Quality

Washington State
Child Care Aware

Department of Early
Learning

University of
Washington

Early Achievers

Technical Assistance
Coaching
Professional
Development

Administration
Licensing
Data Systems

Data Collection/Rating
Evaluation
Coach Model

State Board of Community and Technical Colleges

Early Achievers Review Subcommittee

Washington Early Learning Coalitions

Data Collection Team Roles

- ▶ **Community Liaison:** program point of contact, collects logistical information, conducts interviews, ensures targets are met
- ▶ **Data Collector:** Collects data to inform EA ratings
- ▶ **Assessment Lead:** Supervise data collectors, monitor for quality and reliability
- ▶ **Manager of Ratings:** Sampling, Scheduling

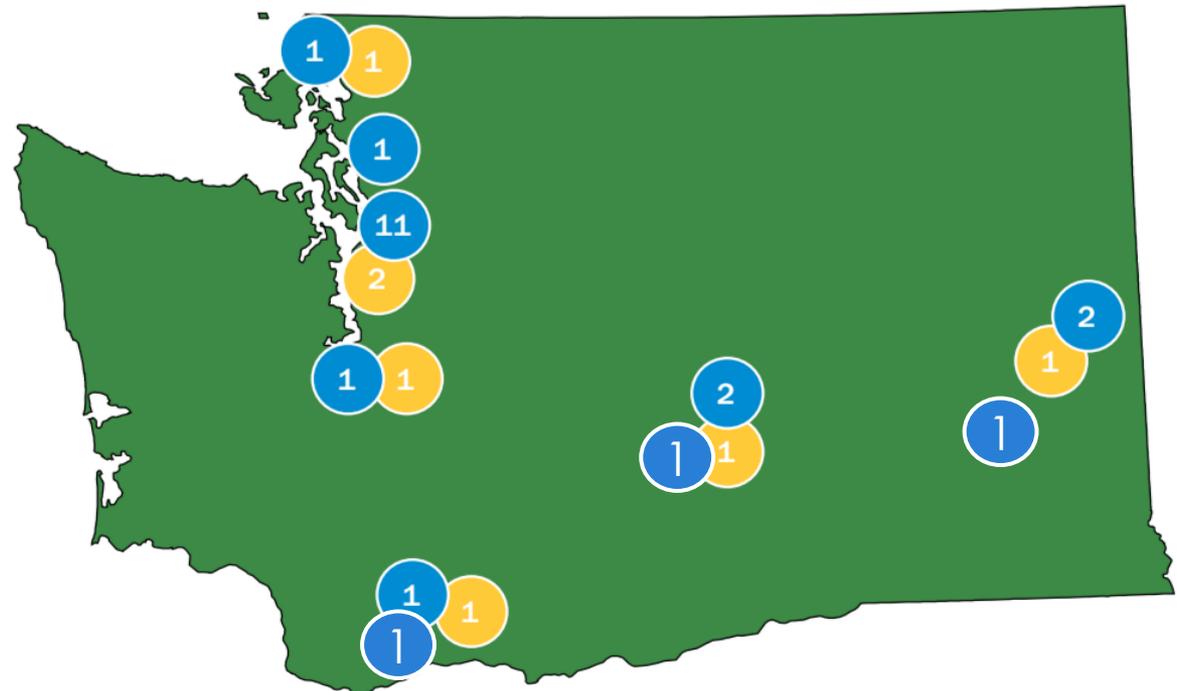
Data Collection Team

Current Regional Data Collection Team Model

-  Data Collectors
-  Community Liaison

CQEL data collection team also includes:

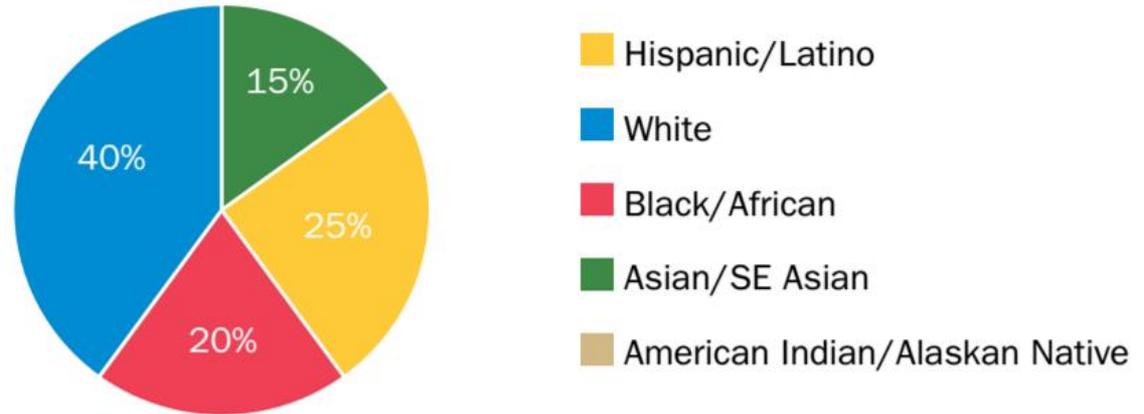
- CLASS Assessment Lead
- ERS Assessment Lead
- Focal Child/Standards Assessment Lead
- Ratings Assessment Lead
- Manager of Ratings (scheduling)



Languages

1. Cantonese
2. Mandarin
3. Russian
4. Spanish
5. Somali
6. Korean
7. Vietnamese
8. English

CQEL Data Collection Team Demographics



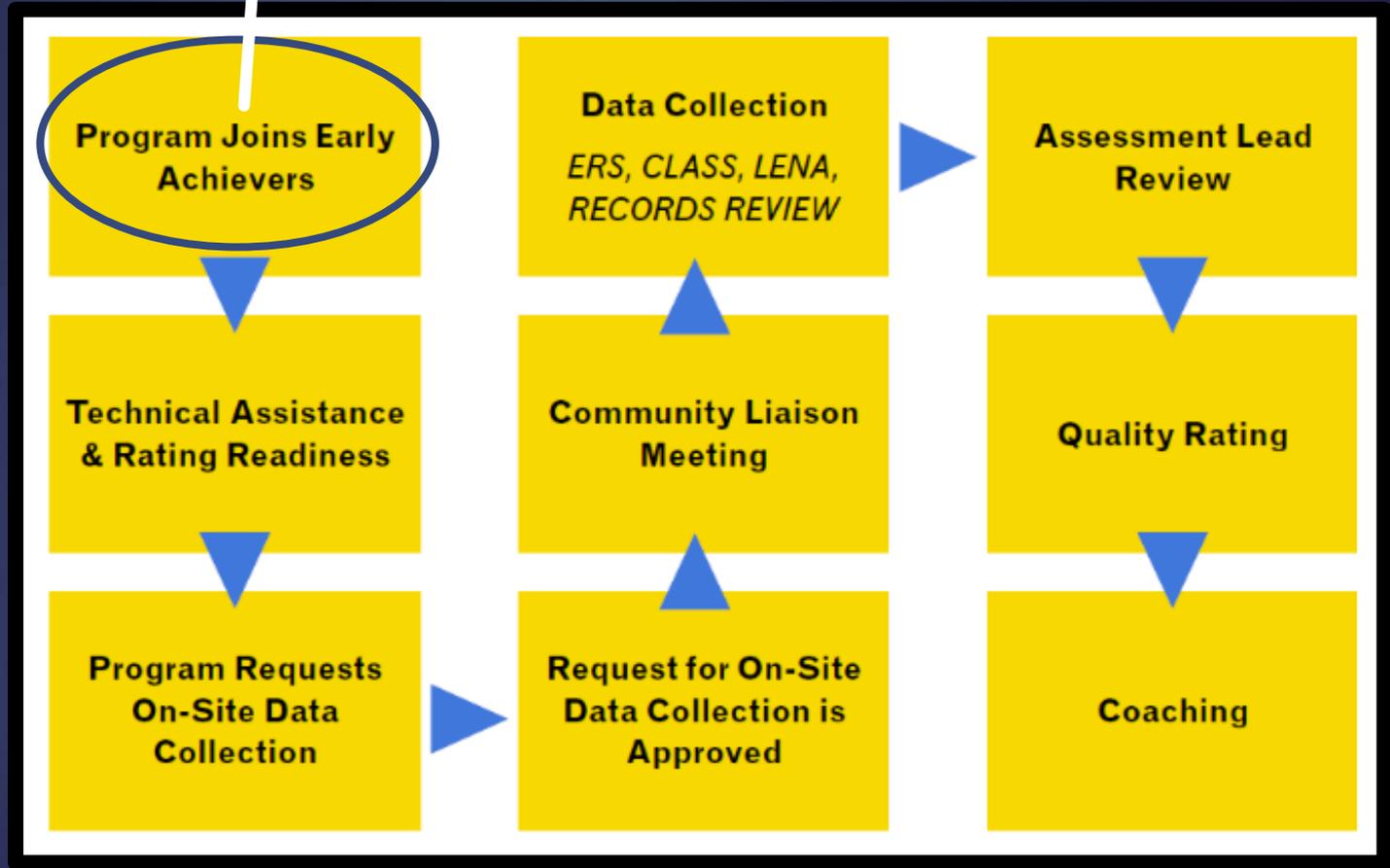
How do we handle other languages?

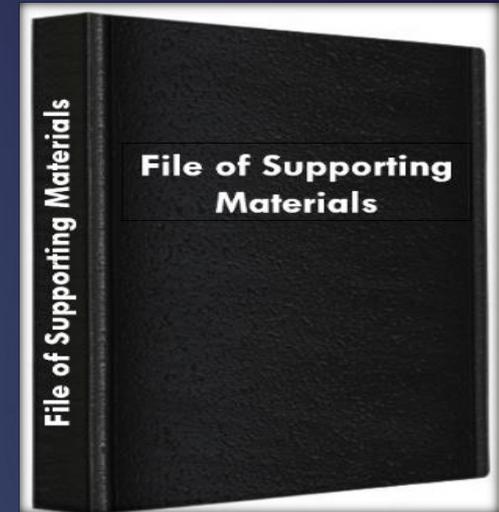
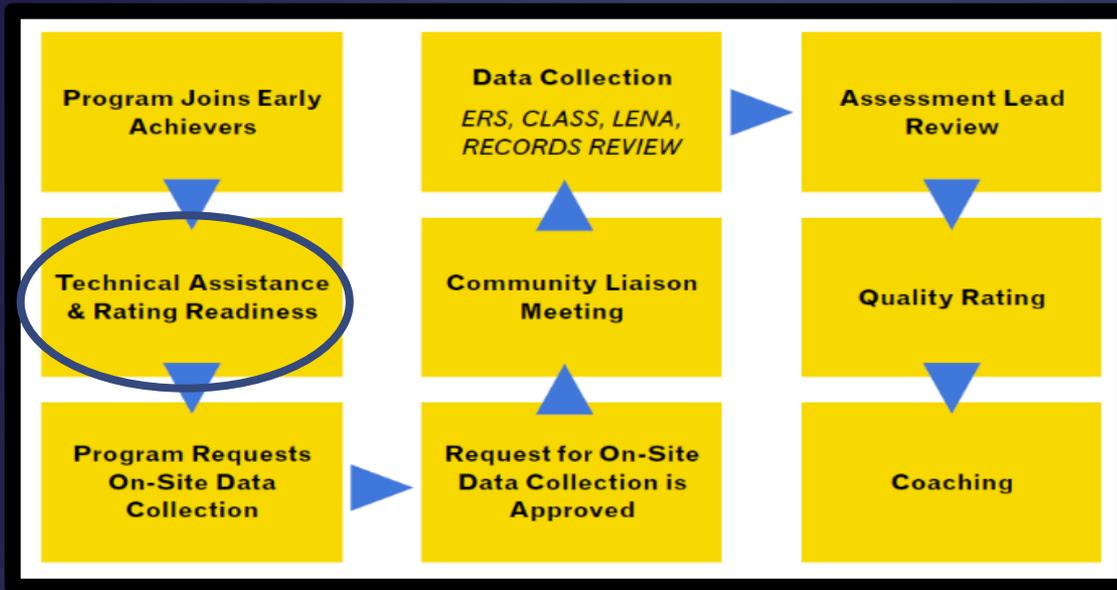


Quality Ratings: The Data Collection Process

The Early Achievers Pathway

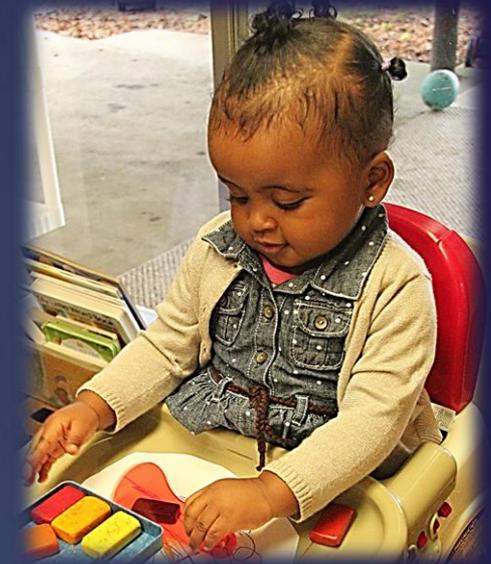
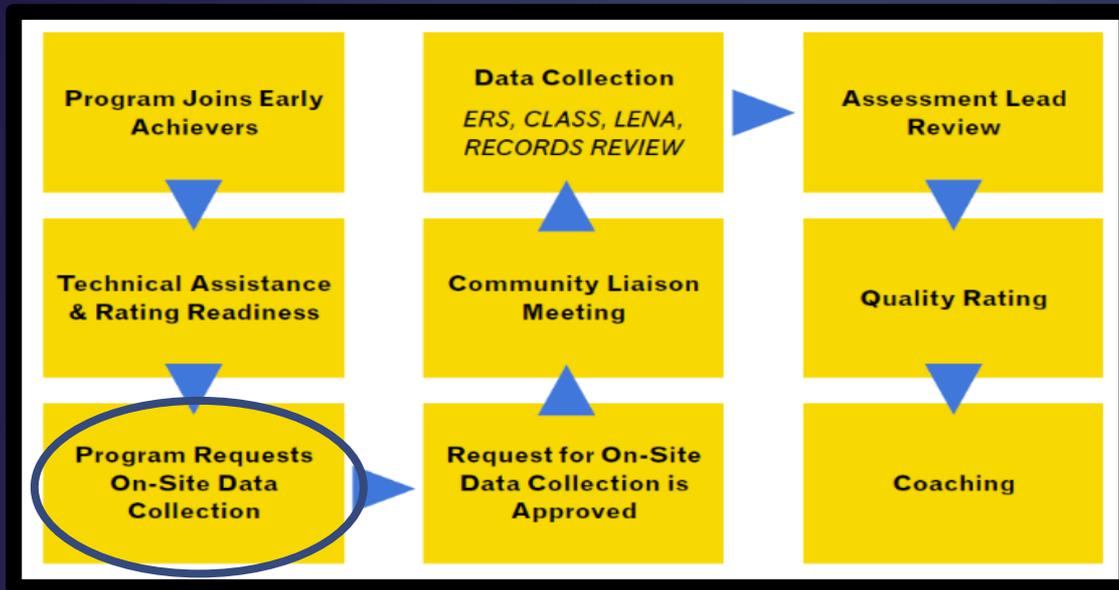
Child Care Aware



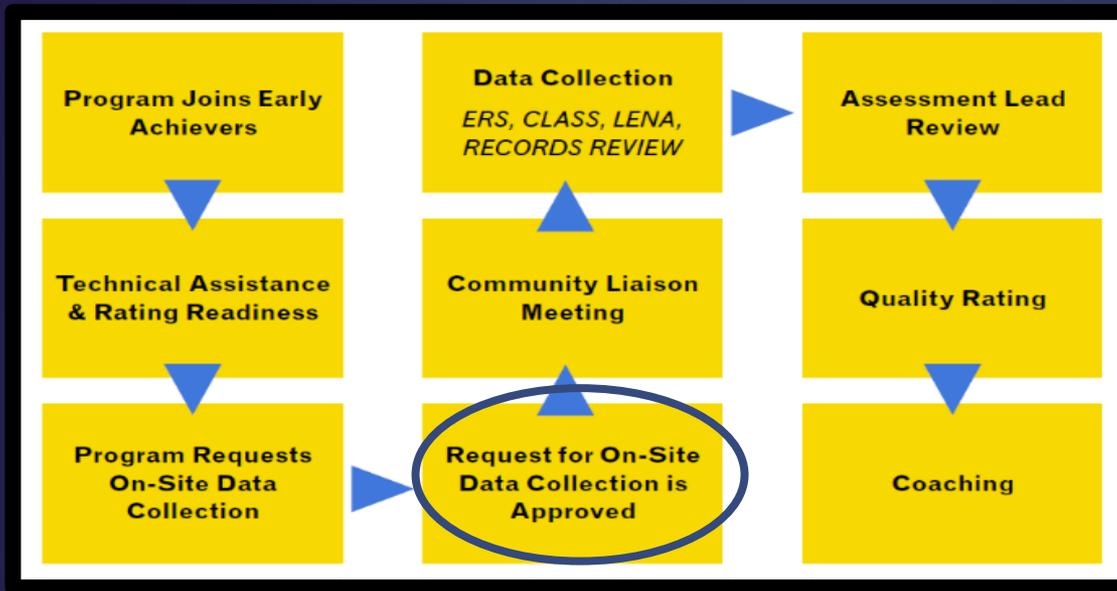


- Child Care Aware Technical Assistance Specialist
- Complete Level 2 trainings and all rating readiness activities
- Professional development information is updated in MERIT
- Complete Rating Readiness Tool uploaded to WELS
- File of Supporting Materials

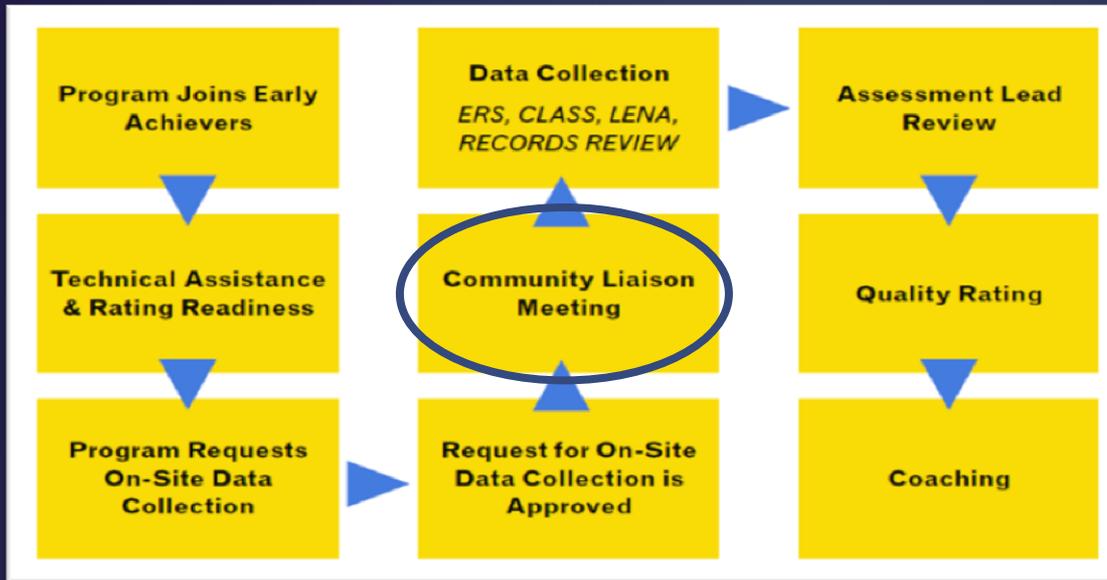




- Regional Coordinator reviews application and Rating Readiness Tool (RRT) for completion



- If everything is in place the CCA regional coordinator approves the program for on-site data collection
- Each Friday list of approved programs is sent to CQEL
- Community Liaisons reach out to programs soon after they are approved



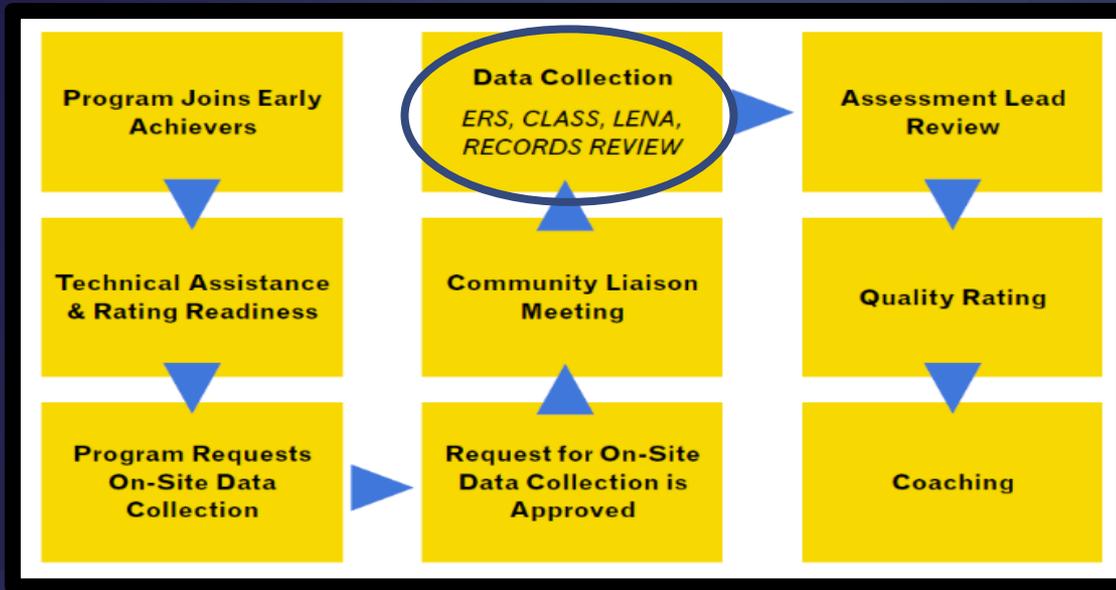
- Community Liaison visit is scheduled for a time that works for the provider, weekends and after hours are available
- Community Liaison collects site specific information; languages spoken; best time to arrive; birth dates; review of consent forms; outline of data collection; answer any questions
- CL conducts director and parent interviews.

Scheduling

- ▶ If the program has everything in place at time of the CL visit it is turned over to the scheduling team for processing
- ▶ Classrooms are randomly selected
- ▶ Programs are scheduled for data collection using the cohort calendar

Cohort Calendar

Cohort	Request for on-site Evaluation is Approved Between	On-site Evaluation occurs between	Rating is finalized and emailed to facility primary contact
Cohort 1	August 2 – October 1	November 16 – January 15	February 15
Cohort 2	October 2 – December 1	January 16 – March 15	April 15
Cohort 3	December 2 – February 1	March 16 – May 15	June 15
Cohort 4	February 2 – April 1	May 16 – July 15	August 15
Cohort 5	April 2 – June 1	July 16 – September 15	October 15
Cohort 6	June 2 – August 1	September 16 – November 15	December 15



- Data Collectors are assigned to collect ERS, CLASS, and Records Review (Standards) data
- Data Collectors undergo rigorous training and are checked for reliability regularly

Environment Rating Scales

Teacher/Child Interactions

Books

Display

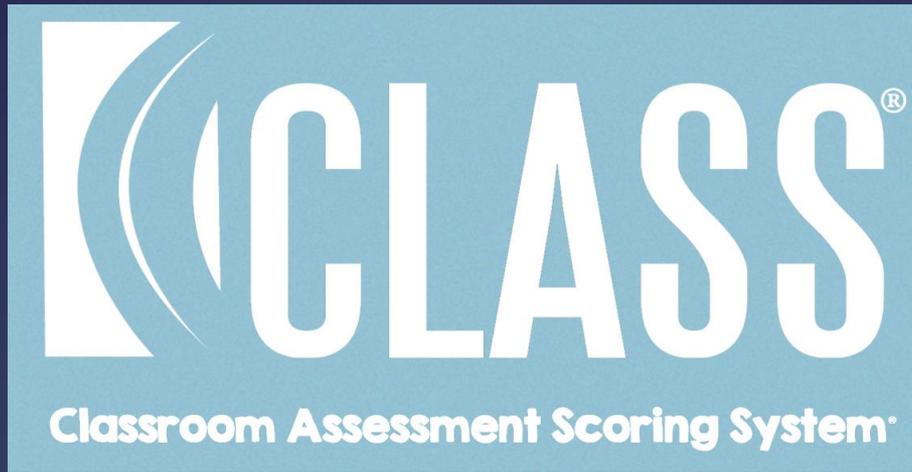
Accessible Materials

Schedule

Group Time

Furniture





- The CLASS tool is an assessment that measures interactions between teacher and child and among peers
- Infant, Toddler, Pre-K, and Combined tools used
- One or two hour observation
- 2/3 of classrooms of each type

The Teachstone logo is presented on a white rectangular background. It consists of the word "Teachstone" in a bold, dark blue, sans-serif font, followed by a blue icon of a stylized wave or a curved shape.

LENA

Early language experiences prior to entering school were predictive of later verbal ability, receptive and expressive language and academic achievement (Walker et. al., 1994; Hart & Risley, 2003).

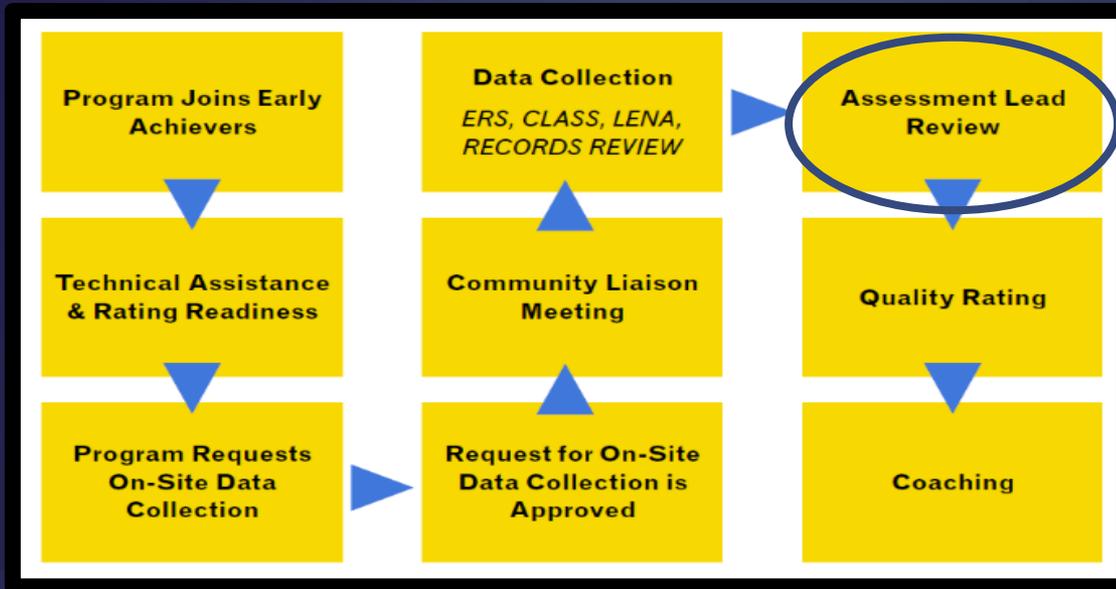
- Number of Adult words
- Number of Child vocalizations
- Number of turn taking conversations
- Number of conversations
- Duration of conversations



Records Review

- ▶ Data Collectors collect evidence of standard areas based on RRT
- ▶ Lead DC and second coder
- ▶ Round Table
- ▶ Piloting Reports

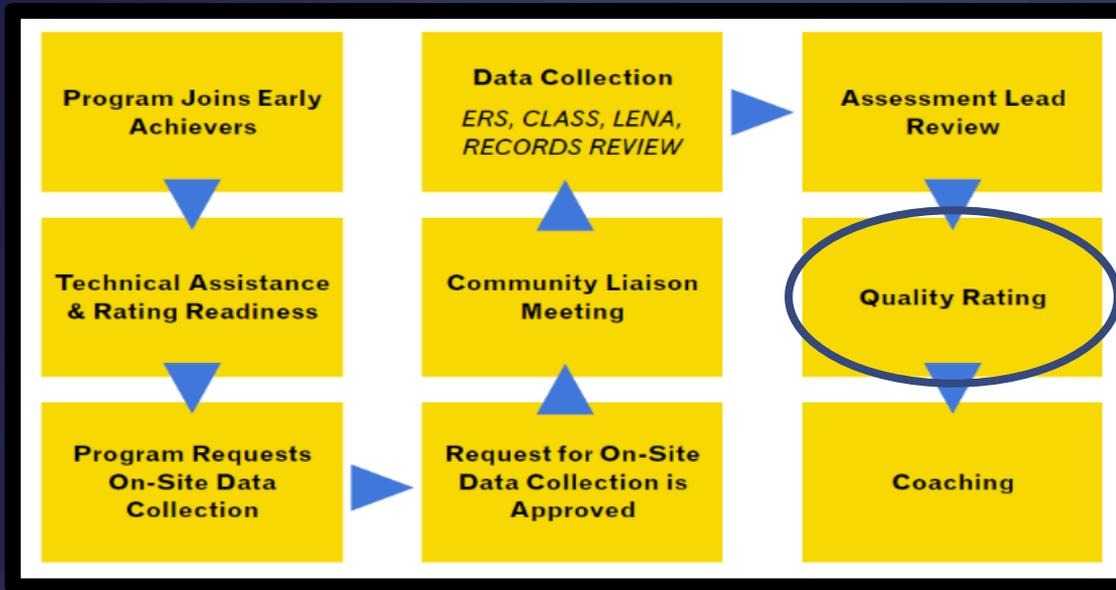
Screening	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:
14. Developmental screening is conducted within 90 days of enrollment and results are shared with parents (1 point)	Developmental screening is conducted within 90 calendar days of child's enrollment or implementation of screening practice (dated IEP or IFSP is sufficient evidence)	
	Dated screening form is on file for 100% of children	
	Screening tool is reliable and valid	
	Screening results are shared with all families within 30 calendar days of the screening being conducted (e.g., parents sign screening form, dated notes from parent conference about screening results)	
	Evidence that facility shares information with families about how to find developmental services when needed (e.g. policy in place to connect families with child find)	



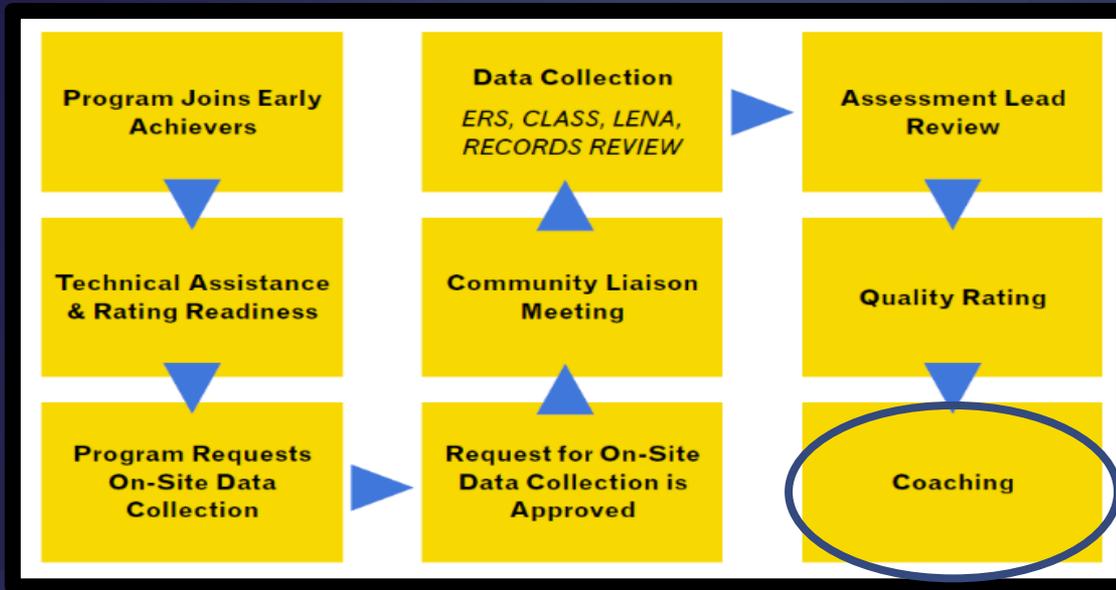
- All data is checked for quality prior to publishing
- ERS and CLASS score sheets are each individually checked for quality in content as well as data entry
- Data is checked in WELS and scores are finalized
- DEL notification and system quality check occurs
- Post visit survey check

Survey Feedback Samples

- ▶ *Early Achievers was built up to be difficult process and we expected the worse. That was not the case. [Data Collector] was very professional did her job without interruption and moved on her way. We have a lot of people in and out of our room and we treated her like one of those people. She meshed with the class like another family member. She did well.*
- ▶ *[Data Collector] was professional and delightful. Very thoughtful and clear in her questions and expectation of what was being asked. This was a pleasantly surprising experience and we eagerly await our scores.*



- Ratings are published according to the cohort calendar
- Re-ratings are published on a rolling basis



- Programs are assigned an Early Achievers Coach from Child Care Aware

Questions?

