

Texas Rising Star 4-year Review Workgroup Follow Up Item National QRIS Comparisons

National Accreditation

Out of 44 QRIS including Texas

Number of QRIS that recognize Accredited center-based programs	21
Number of QRIS that recognize Accredited family-based	16
Number of QRIS that recognize Head Start / Early Head Start	17
Number of QRIS that have no automatic/alternative pathway to accelerated rating	20
Number of QRIS that recognize but require additional compliance	13

Additional compliance may include, but not limited to, being in compliance with CCL, being assessed on some or all standards, PD requirements, participation in Registry, alignment of curriculum, and random validation.

Cultural/ Linguistic Diversity

Out of 44 QRIS including Texas

Number of QRIS that have standards for Center-based	21
Number of QRIS that have standards for Family-based	19

Examples:

- DE: Program implements formalized procedures for making accommodations for children who are dual language learners.
- VA: Programs are required to show respect for cultural and linguistic diversity and allow and appreciate individual differences as a part of their developmentally appropriate practices verification.
- OR: Indicators are embedded in the Curriculum, Environment & Interactions indicators as well as the Family Partnership & Engagement indicators.
- NM: Materials and visuals reflect culture and language of children and families; Staff collect information about family life; Plan activities that support each child and families' unique family lives; Practices to communicate with families in their preferred language while promoting English language development and skills in children; and Staff reflective of children's cultures and languages.
- WI: Materials and policies for families are provided in their native language.
- MN: The new category called Relationships with Families was added in part to address the need to address cultural responsiveness.
- NV: Required training in cultural/linguistic diversity is an optional quality indicator.
- Massachusetts is required to have a language access plan.
- CO: Home language and sensitivity to diversity are included in the indicators. Programs need to provide meaningful resources to all families and with opportunities to get to know one another.

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Differing Abilities/Special Needs

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Number of QRIS that have standards for Center-based	27
Number of QRIS that have standards for Family-based	27

Examples:

- MN: Plan to ensure that children of all abilities are supported; Accommodations and modifications made to program to support; Communication and consultation and/or Child Find Activities with Part C and Part B service providers; Early Childhood Outcomes summary informs IFSP/IEP for lesson planning (with parental consent); and Participate in child's IEP/IFSP process, Early Childhood Outcomes Process and Transition Conference (with parental consent)
- DE: Program implements formalized procedures for making accommodations for children with identified disabilities.
- SC: Required that all centers have a written inclusion plan for enrolling and supporting children with disabilities; orientation required for all staff on the process for identifying developmental delays.
- RI: All programs must submit written program policies and/or written program philosophy statements that outline inclusive practices.
- PA: Indicators include requesting copies of plans and assessments and implementing activities appropriate to meet IEP or IFSP and/or special needs plans and objectives.
- AK: Level 3: requires developmental screening to be conducted and training for staff and an inclusionary practices 101 training. Level 4 and 5: advanced inclusionary practices training specific to trauma and/or adversity. Contract or MOU with community-based Part C/ 619 and/or mental health consultant
- IN: Plans and environmental accommodations for children with special needs are evident. Indicators must include: A written plan is in place for effectively caring for children with special needs; Space is arranged to provide children of different ages and abilities daily access to materials and opportunities to engage in play and projects without limitation or interference from one another; Adaptation of materials occurs to provide children of different ages and abilities daily access to materials and opportunities to engage in play and projects without limitations or interference from one another; The teachers include children in age-appropriate self-help activities, such as dressing, picking up toys, washing hands, folding clothes, serving food, and setting or cleaning up meals; and The teachers answer children's questions about differences in a respectful and factual way.
- ID: Indicators address community resources, inclusion statement, confidentiality policies, an Inclusion Readiness checklist, inclusion plans that are shared with families.

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Ratios/Group Size

Out of 44 QRIS including Texas

Number of QRIS that do not have existing standards specific to ratio/group size	19
Number of QRIS that do not have existing standards specific to ratio/group size (family-based)	25
Number of QRIS that have standards/requirements specific to ratio/group size	24
Number of QRIS that have standards/requirements specific to ratio/group size (family-based)	12
Number of QRIS that have standards based on NAEYC standards (Center-based)	9
Number of QRIS that have standards based on NAEYC/NAFCC standards (Family-based)	3

Examples:

- IL: NAEYC accredited programs are exempted from meeting the group size and ratio requirements.
- MT: State licensing rules must be followed for ratio at STAR 1-3; Accreditation standards must be met at STAR 4-5
- DE: Implementing lower ratios and group sizes are options standards and points are allocated as met
- MD: Indicators do not specifically reference ratio and group size requirements separately from those contained in licensing regulations.
- PA: QRIS built on Licensing and ratio is addressed as a prerequisite
- VA: QRIS programs are required to be in good standing with the ratio requirements of their regulatory authority to achieve Level 1 and fast track Level 3.
- AZ: Participants are assessed at graduated point levels based on established teacher-child ratios and group sizes.
- CO: programs participating in a Level 3-5 rating earn points when the program has a written plan to lower ratios and group sizes, has implemented a plan to lower group sizes and ratios AND this is observed during the observation.
- ND: Programs are required to be in Good Standing with the State Licensing requirements. Ratio and Group size are licensing components.

Program Admin/Management/ Leadership

44 QRIS; these are QRIS that have indicators relating to program administration, management and/or leadership. Most QRIS indicators are focused on management not qualifications.

Number of QRIS that have indicators specific to program administration/management	36
Number of QRIS that have indicators specific to director qualifications	17
Number of QRIS that have indicators higher than Texas (paid planning time, advisory board, use of the PAS, staff benefits, etc.)	27

Examples:

- MN: Program director, lead provider, or education coordinator has a four-year degree or higher with at least 24 early childhood-related, verified semester credits.
- AK: Each administrator starting at Level 3 is required to complete a self-assessment of administrator core knowledge and competencies, BAS or PAS and the Benchmarks of Quality to inform annual CQI plan.
- Vermont has a director credential that has three levels. The level 3 is the highest level and indicates a completed Director Credential. It includes coursework and an approved portfolio.

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Continuous Quality Improvement Plan

Out of 44 QRIS including Texas

Number of QRIS that have CQIP for Center-based	29
Number of QRIS that have CQIP for Family-based	26
Number of QRIS that require annual review of CQIP (referred to annual review) Center	10
Number of QRIS that require annual review of CQIP (referred to annual review) Family-based	6

Examples:

- AZ: Programs are required to submit new goals each year, which must be aligned with each assessment they receive.
- CO: Family Child Care Providers receive points for having a continuous quality improvement plan.
- FL: Following receipt of a rating, providers create a Quality Improvement Plan that outlines the goals, action plans and resources needed to address health and safety items and identified program limitations according to quality indicators and ensure continuous quality improvement. The Quality Improvement Plan is created with assistance from the Quality Improvement Specialist. It is updated on a regular basis to ensure tasks and goals are met in a timely manner.
- MD: Program Improvement Plan is required at Levels 3, 4, and 5 and is informed by ERS/CLASS assessments, and school readiness goals and objectives, and for Levels 4 and 5, accreditation standards.
- MA: Continuous Quality Improvement Plan required for measurement tools, professional development, policies/practices, business plan, staff evaluation and family evaluation.
- NH: A written improvement plan based on evaluation tools is one of the optional standard.
- AK: This plan has specific quality level indicators for the next level of quality, but it also has a section designed to identify other quality practices the program may want to work on for the next year, not part of the QRIS levels of quality.
- WA: Rated participants work with coaches to create and implement Quality Improvement Plan(s) based on evaluation data.

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Assessor/Rater Staffing

This is specific to who assigns the QRIS rating; some QRIS offered additional information

Number of QRIS that utilize automated process for rating	2
Number of QRIS that utilize external individuals for rating	12
Number of QRIS that have ongoing reliability for raters/assessors	26

Examples:

- OR: A team of cross-agency trained early childhood experts who have obtained inter-rater reliability review the portfolios, complete CLASS assessments, and assign the ratings as needed.
- IN: Third party raters conduct rating visits and make a recommendation for rating level to the State, the State assigns rating levels.
- TN: The process is done with internal staff. Assessment Program Evaluators conduct an observation using ERS tool to obtain an assessment score. Licensing Program Evaluators assign points for the other component areas and then calculate an overall rating for the agency based upon the total number of points for all the components and any additional points earned for accreditation.
- AR: Each Specialist must verify their reliability through a reliability check every three months. Another Specialist or Coordinator will conduct an independent review of a percentage of application assessments.
- LA: Since rating are based on CLASS observations, observers follow CLASS reliability protocols.
- RI: All staff using the ERS for assessment purposes complete reliability checks on a scheduled basis.
- NY: Periodic "blind" co-ratings occur throughout the rating cycle.
- MD: Rater reliability training is on-going and includes in-person training, rating conference calls, and rater-to-rater consultation.
- CO: Assessors need to establish their ongoing reliability every 10 visits for each ERS tool. If they are reliable at 90% or higher for a year, they will move to every 13th visit. This process occurs individually for each tool.